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ABSTRACT

This monograph on quality in early childhood programs contains two parts: an exploratory essay on the subject and an annotated bibliography selected from a search of the ERIC data base from 1985 through April 1993. The essay examines five perspectives on assessing the quality of early childhood programs. A top-down perspective on quality assessment identifies selected characteristics of a program, such as adult-child ratios and staff qualifications. A bottom-up perspective attempts to determine how the program is experienced by the participating children. Such an approach asks, among other things, whether the children feel accepted by peers, protected by adults, and interested in, rather than bored or frustrated by, their experiences. The experiences of the families served by a program are assessed in an outside-inside perspective, which asks whether families feel that they are accepted and that their goals for their children are respected. The fourth perspective, from the inside, considers how a program is experienced by its staff. In this approach, working conditions, career advancement, and respect for staff are assessed. Finally, the outside perspective takes into account how the community is served by the program through assessing such factors as allocation of community resources and affordability of the program to families. The implications of the use of multiple perspectives for assessing program quality are discussed. A list of 20 references is provided. The bibliography of documents and journal articles on quality in early childhood programs that follows the essay forms the bulk of the document. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

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Perspectives from ERIC/EECE

Five Perspectives on Quality in Early Childhood Programs

by Lilian G. Katz

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Perspectives from ERIC/EECE: A Monograph Series

Five Perspectives on the Quality of Early Childhood Programs*

by

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Five Perspectives on Quality in Early Childhood Programs

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Introduction

The quality of programs for young children is one of the most salient issues of the day in the United States. Questions about what criteria and assessment procedures should be used to determine quality are as complex for early childhood programs as they are for other professional services.

Most of the available literature on early childhood programs suggests that quality can be assessed by identifying selected characteristics of the program, the setting, the equipment, and other features, as seen by the adults in charge of the program. Such an approach can be called an assessment of quality from a *top-down* perspective. Another approach is to take what might be called a *bottom-up* perspective by attempting to determine how the program is actually experienced by the participating children. A third approach, which could be called an *inside-outside* perspective, is to assess how the program is experienced by the families it serves. A fourth perspective is one from the *inside*, which considers how the program is experienced by the staff who work in it. A fifth perspective takes into account how the community and the larger society are served by a program. This can be called the *outside* or, in some sense, the *ultimate* perspective on program quality.

The thesis of this paper is that criteria representing all five perspectives merit consideration in efforts to determine the quality of the care and education provided for young children. This multiple perspectives approach to quality assessment raises complex issues concerning the causes of poor quality and the ways in which accountability for quality should be defined.

The Top-down Perspective on Quality

The top-down perspective on quality typically takes into account such program features as:

- ratio of adults to children;
- qualifications and stability of the staff;
- characteristics of adult-child relationships;
- quality and quantity of equipment and materials;
- quality and quantity of space per child;
- aspects of staff working conditions
- health, hygiene, fire safety provisions, and so forth.

According to Fiene (1992), program features such as those listed above and those typically included in licensing guidelines are the basis for useful regulatory strategies for ensuring the quality of child care. These features are directly observable and constitute enforceable standards by which providers can "set the stage for desirable interaction . . ." (p. 2). They are also relatively easy to quantify and require relatively little inference on the part of the assessor.

A briefing paper titled *Child Care: Quality Is the Issue*, prepared by the Child Care Action Campaign and produced by the National Association for the Education of Young Children (NAEYC) (Ehrlich, n.d.), acknowledges that there is no single definition of quality for the variety of types of child care settings in the United States. However, the briefing paper does list the following basic components of quality: the

ratio of children to adults, the size of groups, the availability of staff training, and staff turnover rates (p. 4).

There is substantial evidence to suggest that the program and setting features listed above and commonly included in top-down criteria of quality do indeed predict some effects of an early childhood program (Love, 1993; Beardsley, 1990; Harms and Clifford, 1980; Howes et al., 1991; Phillips, 1987).

The Bottom-Up Perspective on Quality

It seems reasonable to assume that the significant and lasting effects of a program depend primarily on how it is experienced from below. In other words, the actual or true predictor of a program's effects is the quality of life experienced by each participating child on a day-to-day basis.

Bottom-up Criteria. If the child's subjective experience of a program is the true determinant of its effects, meaningful assessment of program quality requires answers to the central question, What does it feel like to be a child in this environment?[1] This approach requires making inferences about how each child would, so to speak, answer questions like the following:

- Do I usually feel welcome rather than captured?
- Do I usually feel that I am someone who belongs rather than someone who is just part of the crowd?
- Do I usually feel accepted, understood, and protected by the adults, rather than scolded or neglected by them?
- Am I usually accepted by some of my peers rather than isolated or rejected by them?

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[1] The inferred answers to this question should reflect the nature of experience over a given period of time, depending upon the age of the child. Hence the term *usually* is repeated in most of the questions in the list. The phrasing of the question (e.g., Do I feel . . . ? Do I find . . . ?) is deliberately intended to emphasize children's subjective experiences rather than observers' judgments.

- Am I usually addressed seriously and respectfully, rather than as someone who is "precious" or "cute"?

- Do I find most of the activities engaging, absorbing, and challenging, rather than just amusing, fun, entertaining, or exciting?

- Do I find most of the experiences interesting, rather than frivolous or boring?

- Do I find most of the activities meaningful, rather than mindless or trivial?

- Do I find most of my experiences satisfying, rather than frustrating or confusing?

- Am I usually glad to be here, rather than reluctant to come and eager to leave?

The criteria of quality implied in these questions are based on my interpretation of what is known about significant influences on children's long-term growth, development, and learning. Those responsible for programs might make their own list of questions, based on their own interpretations of appropriate experiences for young children.

It is generally agreed that, on most days, each child in an early childhood program should feel welcome, should feel that he or she belongs in the group, and should feel accepted, understood, and protected by those in charge. Questions concerning other aspects of the child's experiences are included to emphasize the importance of addressing young children's real need to feel intellectually engaged and respected, and to encourage all the adults responsible for young children to do more than just keep them busy and happy or even excited (Katz, in press).

The last question reflects the assumption that when the intellectual vitality of a program is strong, most children, on most days, will be eager to participate and reluctant to leave the program. Their eagerness will be based on more than just the "fun" aspects of their participation. Of course, there are many factors that influence children's eagerness to participate in a program. Any program and any child can have an "off" day or two.

Experience Sampling. The older the children served by a program, the longer the time period required for a reliable bottom-up assessment.

Three to four weeks of assessment for preschoolers, and slightly longer periods of assessment for older children, may provide sufficient sampling to make reliable predictions of significant developmental outcomes. Occasional exciting events in early childhood programs are unlikely to affect long-term development.

I propose that the quality of a program is good if it is experienced from the bottom-up perspective as intellectually and socially engaging and satisfying on most days, and is not dependent on occasional exciting special events.

Cumulative Effects. Assessment of the quality of experience over appropriate time periods helps address the potential cumulative effects of experience. My assumption here is that some childhood experiences may be benign or inconsequential if they are rare, but may be either harmful or beneficial if they are experienced frequently (Katz, 1991). For example, being rebuffed by peers once in a while should not be a debilitating experience for a preschooler; but the cumulative effects of frequent rebuffs may undermine long-term social development significantly. Similarly, block play, project work, and other developmentally appropriate activities may not support long-term development if they are rare or occasional, but can do so if they are frequent.

When most of the answers to the questions posed are at the positive end of the continua implied in them, we can assume that the quality of the program is worthy of the children. However, the question of how positive a response should be to meet a standard of good quality remains to be determined.

Needless to say, there are many possible explanations for any of the answers children might give (if they could) to the questions listed above. A program should not automatically be faulted for every negative response. In other words, the causes of children's negative subjective experiences cannot always or solely be attributed to the staff. For what, then, can the staff appropriately be held accountable? I suggest that staff are accountable for applying all practices acknowledged and accepted by the profession to be relevant and appropriate to the situation at hand.

The Outside-Inside Perspective on Quality

Ideally, assessment of the quality of a program should include an assessment of the quality of the characteristics of parent-teacher relationships (NAEYC, 1991a, pp. 101-110). Such assessments depend on

how each parent would answer such questions as, In my relationships with staff, are the staff:

- primarily respectful, rather than patronizing or controlling?
- accepting, open, inclusive, and tolerant, rather than rejecting, blaming, or prejudiced?
- respectful of my goals and values for my child[2]?
- welcoming contacts that are ongoing and frequent rather than rare and distant?

The positive attributes of parent-teacher relationships suggested above are relatively easy to develop when teachers and parents have the same backgrounds, speak the same languages, share values and goals for children, and, in general, like each other. Parents are also more likely to relate to their children's caregivers and teachers in positive ways when they understand the complex nature of their jobs, appreciate what teachers are striving to accomplish, and are aware of the conditions under which the staff is working.

Of course, it is possible that negative responses of some parents to some of the questions listed above cannot be attributed directly to the program and the staff, but have causes that staff may or may not be aware of or able to determine.

The Inside Perspective on Quality

The quality of an early childhood program as perceived from the inside, that is, by the staff, includes three dimensions: (1) colleague relationships, (2) staff-parent relationships, and (3) relationships with the sponsoring agency.

Colleague relationships. It is highly unlikely that an early childhood program can be of high quality on the criteria thus far suggested unless the staff relationships within the program are also of good quality.

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[2] The concept of respect does not imply agreement or compliance with the wishes of the other.

An assessment of this aspect of quality would be based on how each member of the staff might answer such questions as, On the whole, are relationships with my colleagues:

- supportive rather than contentious?
- cooperative rather than competitive?
- accepting rather than adversarial?
- trusting rather than suspicious?
- respectful rather than controlling?

In principle, good quality environments are created for children (in the bottom-up sense) when the environments are also good for the adults who work in them. Of course, there may be some days when the experiences provided have been good for the children at the expense of the staff (for example, Halloween parties), and some days when the reverse is the case. But on the average, a good quality program is one in which both children and the adults responsible for them find the quality of their lives together satisfying and interesting.

Staff-parent relationships. It seems reasonable to assume that the relationships between the staff and the parents of the children they serve can have a substantial effect on many of the criteria of quality already proposed. In addition, I suggest that the same set of criteria implied by the questions listed for the outside-inside perspective apply equally to the experience of staff members. Thus, assessment of quality from the staff perspective would require each staff member's answers to the question, Are my relationships with parents primarily respectful rather than patronizing or controlling? etc., as listed on page 6.

Certainly parents are more likely to approach teachers positively when teachers themselves initiate respectful and accepting relationships. However, in a country like the United States, with its highly mobile and diverse population, it is unlikely that all the families served by a single program or an individual teacher are in complete agreement on program goals and methods. This lack of total agreement inevitably leads to some parental dissatisfaction and parent-staff friction.

The development of positive, respectful, and supportive relations between staff and parents of diverse backgrounds usually requires staff professionalism based on a combination of experience, training, education, and personal values.

Staff-sponsor relationships. One potential indirect influence on the quality of a program is the nature of the relationships of staff members with those to whom they are responsible. It seems reasonable to suggest that, in principle, teachers and caregivers treat children very much the way they themselves are treated by those to whom they report. To be sure, some caregivers and teachers rise above poor treatment, and some fall below good treatment. But one can assume that good environments for children are more likely to be created when the adults who staff them are treated appropriately on the criteria implied by the questions listed above. A recent study by Howes and Hamilton (1993) calls attention to the potentially serious effects of staff turnover on children's subjective experiences of the program. Thus the extent to which program sponsors provide contexts hospitable and supportive of staff should be give serious attention in assessing program quality. Assessment of quality in the terms of the inside perspective would be based on the staff's answers to the following questions:

- Are working conditions adequate to encourage me to enhance my knowledge, skills, and career commitment?
- Are the job description and career advancement plan appropriate?
- Am I usually treated with respect and understanding?

Once again, not all negative responses are necessarily and directly attributable to the sponsors or administrators of a program, and the extent to which they are attributable would have to be determined as part of an assessment procedure.

The Outside Perspective

The community and the society-at-large that sponsor a program have a stake in its quality. There is a sense in which posterity itself eventually reaps the benefits to be derived from high quality early experience for its young children, and in which all of society suffers social

and other costs when early childhood program quality is poor[3].

All early childhood programs, whether they are sponsored by private or public agencies, are influenced, intentionally or by default, by the variety of policies, laws, and regulations that govern them. Assessment of quality from the perspective of the larger society should be based on how citizens and those who make decisions on their behalf might be expected to answer the following questions:

- Am I sure that community resources are appropriately allocated to the protection, care, and education of our children?
- Am I confident that those who make decisions on our community's behalf adopt policies, laws, and regulations that enhance rather than jeopardize children's experiences in early childhood programs?
- Am I confident that the resources available to early childhood programs in our community are sufficient to yield long-term and short-term benefits to children and their families?
- Are high quality programs affordable to all families in our communities who need the service?
- Are the working conditions (salary, benefits, insurance, and so forth) of the community's programs sufficiently good that the staff turnover rate remains low enough to permit the development of stable adult-child and parent-staff relationships, and to permit staff training to be cost-effective?
- Are the staff members appropriately trained, qualified, and supervised for their responsibilities?

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[3] One aspect of the impressive preprimary schools of Reggio Emilia in Italy is the extensiveness and depth of the involvement of the whole community in all aspects of their functioning. For an interesting description of community partnerships and early childhood programming see Spaggiari (1993).

Since programs for young children are offered under a wide variety of auspices, each program can generate its own list of appropriate criteria for assessment from the outside perspective.

Implications of Multiple Perspectives on Quality

Four implications are suggested by this formulation of quality assessment for early childhood programs.

Discrepancies Between Perspectives. It is theoretically possible for a program for young children to meet satisfactory standards on the quality criteria from a top-down perspective, but fall below them on the bottom-up or the outside-inside criteria. For example, a program might meet high standards on the top-down criteria of space, equipment, or child/staff ratio, and yet fail to meet adequate standards for quality of life for some of the children according to the criteria listed for the bottom-up perspective.

The important aspect of experience is the meaning given to it by the one who undergoes it. In much the same way that the meaning of a particular word is a function of the sentence in which it appears and the paragraph in which it is embedded, humans tend to attribute and assign meanings to their experience in one situation based on their experiences in all other contexts. This being the case, the bottom-up perspective needs to take into account the likelihood that the stimulus potential of a preschool program for a particular child is a function of the stimulus level of the environment he or she experiences outside the program (Katz, 1989).

For example, a child whose home environment includes a wide variety of play materials, television and video equipment, computer games, outdoor play equipment, frequent trips to playgrounds, and so forth, may find a preschool program boring, while another child whose home environment lacks the same degree of variety may find the program engaging. Such individual differences in the experiences of children in early childhood programs, that is, the range of bottom-up perspectives, should be taken into account in the assessment of the quality of a program, and considered in weighing the importance of the top-down criteria.

In theory, a program could fall below acceptable standards on the top-down criteria (for example, insufficient space or poor equipment) and yet be experienced as satisfactory by most of the participating children. Since I am suggesting, however, that it is the view from the bottom-up that determines the ultimate impact of a program, some flexibility in

applying the top-down criteria of quality might be appropriate.

It is also conceivable that the staff could have appropriate relationships with parents, but with few of the children. Or it could be that children are thriving, but parents do not feel respected or welcomed by the staff.

On the other hand, it could be that the bottom-up assessments are low, but that the program rates high in quality from an outside-inside parental perspective, or vice versa. For example, a staff may feel obliged to engage children in academic exercises in order to satisfy parental preferences even though the children might experience their lives as more satisfying if informal and more intellectually meaningful experiences were offered. In such instances, the bottom-up assessment of quality is less positive than the one from outside.

Thus, theoretically, it is possible that from these multiple perspectives, levels of satisfaction on the criteria proposed could vary significantly. This raises the question, Should one perspective be given more weight than another in assessing the quality of a program? And, if so, Whose perspective has the first claim to determining program quality?

Issues of Accountability. As suggested above, program providers can hardly be held accountable for all negative responses on the criteria listed for each perspective. Some children come to a program with problems of long standing that originated outside of the program. Similarly, parents and staff may register low satisfaction on one or more of the criteria due to factors not attributable to the program itself. Some families may be struggling with the vicissitudes of their lives in ways that influence the family members' responses to the program but are not necessarily attributable to the program.

Problems of attributing the causes of clients' perspectives on a program raise the difficult question of establishing the limits to which the staff can be fairly held accountable. As suggested above, the staff of a program is not obliged to keep everyone happy as much as it is required to apply the professionally accepted procedures as appropriate for each case. This suggestion implies that the profession has adopted a set of criteria and standards of appropriate practice. The view of the limits of staff accountability being developed here implies that at least one essential condition for high quality programs is that all staff members are qualified and trained to employ the accepted practices, accumulated knowledge, and wisdom of the profession. To be able to respond professionally to each negative response from the bottom-up or outside-inside perspectives

requires well-trained and qualified staff, and staff with ample professional experience. This last characteristic is particularly important in the case of the program director.

This view of the limits of staff accountability also emphasizes the urgency for the profession to continue the development of a clear consensus on professional standards of practice below which no practitioner can be allowed to fall.

The field of early childhood education has already taken important steps in the direction of establishing consensus on criteria and standards of practice through the professional associations' position papers on major issues. The most comprehensive document in this regard is the position paper of the National Association for the Education of Young Children (NAEYC) titled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (Bredekamp, 1987). The accreditation procedures and standards of NAEYC's National Academy of Early Childhood Programs (NAEYC, 1991a) covers most of the standards implied by the criteria listed above. Position statements on curriculum content and assessment (NAEYC, 1991b; Bredekamp and Rosegrant, 1992) have also been issued by NAEYC. NAEYC's new National Institute for Early Childhood Professional Development is designed to address professional development, qualifications, and other issues directly and indirectly related to staff accountability for implementing professionally accepted practices.

In the case of child care programs in particular, the high rate of staff turnover, related largely to appallingly low compensation and poor working conditions in child care centers in the United States (Whitebook, Phillips, and Howes, 1993) and many other countries, exacerbates the problems of retaining staff with the qualifications and experience required for good quality programs.

Criteria and Standards. Any kind of assessment requires the selection of criteria and the adoption of standards at which the criteria must be met to satisfy judgments of good quality. As suggested above, each question in each of the lists above implies a criterion of quality. For the purposes of this discussion, a *criterion* is a dimension of experience thought to determine the quality of the experience. A *standard* is a particular level of quality on the criterion. Thus, for example, for the top-down criterion of ratio of adults to children, the standard of quality might be set at 1:5, 1:10, or 2:25, depending on the age of the children.

Similarly, for the first criterion listed for the bottom-up

perspective—"Do I usually feel welcome rather than captured?"—a standard would have to be set as to how intense, constant, or enduring such feelings must be to meet a standard of acceptable quality. A four- or five-point scale on each criterion continuum is likely to be sufficient for most purposes. However, agreement concerning the point at which a standard of quality has been satisfied must be determined by the assessors. Furthermore, the issue of whether standards of quality would have to be met on all or most of the criteria suggested in the five perspectives would have to be dealt with by those undertaking the assessment.

High and Low Inference Variables. Assessments based on variables like the amount of space per child, qualifications of staff, observable characteristics of staff-child interaction, and other commonly used top-down indices of quality require relatively little or low inference on the part of the assessor. However, the multiple perspectives approach involves the use of high inference variables, namely, inferring the deep feelings of participants and staff, and the thoughts of citizens.

It would be neither ethical nor practical to interview children directly with the questions posed for the bottom-up perspective. It would be ethically unacceptable to put children in situations that might encourage them to criticize their caretakers and teachers. Furthermore, from a practical standpoint, young children's verbal descriptions of their experiences are unlikely to be reliable. Thus, assessing the quality of bottom-up experience requires making inferences about the subjective states of the children. Ideally, these inferences would be based on extensive contact and frequent observation and information-gathering by participants over extended periods of time. In addition, reliable unobtrusive indices of children's subjective experiences are required for the assessment of quality from the bottom-up (Goodwin and Goodwin, 1982).

Conclusion

Answers to the questions proposed for each perspective can be used as a basis for decisions about the kinds of modifications to be made in the services offered to each child and to the whole group of children enrolled, and to all their families. When answers are used in this manner, each of the five perspectives outlined above contributes in a different way to an overall assessment of program quality as experienced by all who have a stake in high quality programs. But because all responses cannot be

directly attributed to characteristics of a program, the early childhood profession must continue its efforts to develop, adopt, and apply an accepted set of professional standards of practice for which practitioners can fairly be held accountable. Any approach to the assessment of quality requires not only the development of a set of criteria to apply to each program, but also some consensus on the minimum standards that must be satisfied for acceptable quality on each criterion. A start has been made on the development of consensus about appropriate practices. Further discussion of these matters among practitioners, program sponsors, regulatory agencies and membership associations in the field is urgently needed.

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Selected ERIC Bibliography on Quality in Early Childhood Programs

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ED349113
Costley, Joan B. 1991. **Career Development Systems in Early Care and Education: A Planning Approach**. Boston, MA: Wheelock College Center for Career Development in Early Care and Education. 7p.; EDRS Price - MF01/PC01 Plus Postage.

This paper examines four issues relevant to planning the use of funding resources for installing a career development system for practitioners in the early childhood education field. The first issue concerns the need for a career development system. Arguments for the importance of such a system are based on the need for a dynamic career ladder and allowance for continuing professional growth; a shortage of qualified practitioners; and the relationship between the amount of a practitioner's training and the quality of the practitioner's work. The second and third issues concern the characteristics and components of a progressive career development system. Training must provide knowledge and skills, be accessible to all practitioners, allow for practitioner accreditation, and be cumulative. Components of a career development system should include a system model, coordinated training, a personnel registry, and a training approval system. The fourth issue concerns the implementation of a career development system. Steps involved in implementation include: (1) developing a coordinating committee; (2) developing a profile of training needs; (3) understanding state licensing rules; (4) compiling information about training programs; (5) developing salary guidelines; (6) convening a statewide advisory group; (7) requesting state funds; (8) lobbying for a training approval process; and (9) establishing a training and planning fund.

ED349112

Morgan, Gwen. 1991. **Career Progression in Early Care and Education: A Discussion Paper**. Boston, MA: Wheelock College Center for Career Development in Early Care and Education. 9p.; EDRS Price - MF01/PC01 Plus Postage.

Several reports on the link between the economy and the quality of child care indicate that: (1) early care and education benefits two generations of workers; (2) quality is essential to, but is rarely found in, early care and education programs; and (3) the key to quality is the professional development of practitioners. A vision of dynamic career development in the child care field must address the problems of inadequately trained practitioners and training systems that are fragmented, sporadic, and unsuited to the needs of adult learners. A career progression model for the child care field would adopt an approach in which different roles and requirements are assigned to different positions in early care and education programs, and in which practitioners experience role progression and receive increasingly greater rewards as they obtain additional training and skills. A system that permits the practitioner with informal training to earn recognition in the formal system would allow early care and education to realize its professional goals; improve the quality of training programs; and result in increased salaries. State policies regulating training of child care staff are described, and child care training policy issues that states will face in the future are listed.

ED346970

Boyer, Ernest L. 1992. **Cornerstones for a New Century: Teacher Preparation, Early Childhood Education, A National Education Index**. NEA School Restructuring Series. Washington, DC: National Education Association. 45p.; available from: NEA Professional Library, P.O. Box 509, New Haven, CT 06516 (NEA Stock No. 1846-X-00, $7.95). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Three essays put forth recommendations for improving various aspects of American education. The first essay, "Teacher Preparation," focuses on the impact of several social, global, and technological trends on American schools and teacher education. In light of these trends, it is concluded that teachers must understand the ways in which America is changing and be

prepared to help the growing numbers of disadvantaged children. They must also have a global perspective and see that the world is a global village that is politically transformed, economically connected, and ecologically imperiled. Teachers must help students cooperate rather than compete and find ways to use technology to help the learning process. Finally, in light of the stressful home lives of many children, they must understand how deeply these children are in need, and be caring as well as competent. The second essay, "Early Childhood Education," proposes six national objectives for early education: (1) good nutrition for every child; (2) universal preschool education for every disadvantaged child; (3) the establishment of non-graded Basic Schools that combine grades K-4; (4) classes of no more than 15 students; (5) evaluation to ensure that students have basic language and compu-tation skills before leaving 4th grade; and (6) intergenerational connections. The final essay, "A National Education Index," recommends the creation of a set of nationwide standards that would serve as a framework for state accountability. The proposed index would include standards for student achieve-ment, the conditions of teaching, school climate, school finance, accountability and intervention, and school partnerships with parents and the business community.

ED345851
Ooms, Theodora; Herendeen, Lisa. 1990. **Quality in Child Care: What Is It and How Can It Be Encouraged? Family Impact Seminar (Washington, D.C., March 31, 1989). Meeting Highlights and Background Briefing Report.** Washington, DC: Family Impact Seminar. 30p.; available from: Family Impact Seminar, 1100 17th Street, N.W., Suite 901, Washington, DC 20036 ($10.00). EDRS Price - MF01/PC02 Plus Postage.

The purpose of this meeting, one of a series of family impact seminars, was to explore definitions of quality in child care and the ways in which quality can be encouraged. The seminar was held in response to a number of child care bills under consideration by the 101st Congress that reopen the issue of federal regulation of child care. This document contains two parts: (1) highlights of the seminar; and (2) a background briefing report in eight sections prepared before the meeting. The first part, summarizes comments by panelists Ann Segal, Barbara Willer, Linda Eggbeer, and Ellen Kisker. The second and main part of the document is the briefing

report. It begins with a section titled "The Policy Questions," which provides an overview of such policy issues as the role of the government, strategies for improving quality, costs, and the effects of stronger efforts at regulation. The next section, "What is Meant by 'Quality' in Child Care?" outlines nine components of child care quality, including good health, nutrition and safety practices, high staff-child ratios, and cultural and ethnic sensitivity. Also considered is the topic of children with special needs. Discussion of the question, "What Does the Research Tell Us?" covers recent studies that attempt to measure the effects of quality in child care, parents' attitudes about desirable program characteristics, the quality of service currently available, and the cost of high quality child care. The section titled "How Can Quality in Child Care Be Assured and Encouraged?" provides a history of federal, state, and local regulations, and reviews new national standards. The final section addresses "Non-regulatory Strategies," such as program accreditation, child care teacher education and training, resource and referral agencies for parents as consumers, increases in child care workers' salaries, and the legitimization of family day care. A total of 29 references, and information on 10 organizational resources, are included in the final 2 sections.

ED344674
American Academy of Pediatrics. 1992. **Caring for Our Children. National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs**. Evanston, IL: Author. 447p.; available from: American Academy of Pediatrics, 141 Northwest Point Blvd., P.O. Box 927, Elk Grove Village, IL 60009 ($50.00 plus $7.95 shipping). EDRS Price - MF01/PC18 Plus Postage.

This document presents a set of standards to be used in planning and establishing a high quality child care program. The standards are based on the recommendations of technical panels that studied particular facets in child care and are intended to serve as goals for practice and guidelines for implementation. The nine chapters of the text address the topics of: (1) staffing; (2) program activities for healthy development of children; (3) protection and promotion of health; (4) nutrition and food service; (5) facilities, supplies, equipment, and transportation; (6) infectious diseases; (7) children with special needs; (8) program administration; and (9) licensing and community action. The chapters list almost 1,000 standards.

Each chapter includes a rationale for each standard and comments concerning the standard. A list of references is provided at the end of each chapter. A series of 39 appendices includes further lists of standards and additional information relating to standards, a reference list for the appended materials, a glossary, and an index.

ED343668
Delaware Valley Child Care Council. 1992. **What Are Public Dollars Buying in Day Care? What Should Public Dollars Be Buying in Day Care? Testimony Summary Report from Philadelphia, Bucks/ Montgomery, and Chester/Delaware Public Forums 1990-1991**. Philadelphia, PA: 38p.; EDRS Price - MF01/PC02 Plus Postage.

In 1990-91 three public forums were held on problems related to child care in the Delaware Valley, Pennsylvania. Over 100 people, including parents, employers, child care professionals, government representatives, and community and labor leaders, gave testimony on the public sector's responsibility for day care and the monies being spent on child care. Three major issues were evident throughout the testimony: quality of services, affordability of services, and accessibility for parents. Corresponding recommendations were: (1) improved licensing and monitoring systems; (2) professional wages for professional teachers; (3) increased provider reimbursement rates; (4) implementation of a single graduated eligibility scale and fee structure based on parents' income; (5) coordination of Pennsylvania's five separate funding streams; and (6) improved resource and referral services. This summary report presents excerpts from the testimony at the three forums, categorized by the issue addressed. Lists of forum participants are also provided.

ED342508
Jewett, Janet. 1992. **Effective Strategies for School-Based Early Childhood Centers. The Northwest Regional Educational Laboratory Program Report**. Portland, OR: Northwest Regional Educational Lab. 37p. Price - MF01/PC02 Plus Postage.

Effective strategies for developing early childhood centers in public schools are discussed in this paper, which draws from a research-based literature search and intensive case studies of six Northwest sites. The sites

represent a range of rural, suburban, and urban programs; large and small schools; and a variety of program features. The sites are the: (1) Centennial Early Childhood Center, Portland, Oregon; (2) Mary Harrison Primary School, Toledo, Oregon; (3) Nome Elementary School, Nome, Alaska; (4) Ponderosa Elementary School, Billings, Montana; (5) South Colby Elementary School, Port Orchard, Washington; and (6) Tendoy Elementary School, Pocatello, Idaho. The paper begins by identifying themes, issues, and strategies involved in restructuring public schools around early childhood concerns. Among the themes are these: curriculum as a continuum of knowledge and thinking processes; curriculum content as resulting from a dynamic process that involves input from children, families, and community; children as active learners who make decisions about their learning activities; developmentally appropriate practice as a critical underpinning for program design and implementation; and high expectations for all learners in the diverse classroom. Issues are categorized in terms of school readiness, organizational or resource features, personnel, classrooms, family, communities, transition, comprehensive care, quality control, and administrative concerns. Strategies relating to each issue are described.

ED342507
Montgomery County Commission on Child Care. 1991. **Quality Child Care--An Investment for the Future. A Special Report of the Montgomery County Commission on Child Care**. Rockville, MD: Author. 26p.; available from: Children's Resource Center, 332 West Edmonston Drive, Rockville, MD 20852. EDRS Price - MF01/PC02 Plus Postage.

Recommendations for action based on survey data, review and analysis of the literature, and personal experience are presented in this report from the Montgomery County (Maryland) Commission on Child Care. The report notes the community's concerns regarding the need for high quality early childhood programs and cites the linkages between wages, benefits, and turnover and the quality of care. Data from a county survey (with a 52% response rate) show that in 1990, the average child care worker earned about $15,000 annually and that the annual turnover rate for child care center staff was 34 percent. About 75 percent of senior staff had paid vacation and sick days. Only 7 percent had fully paid health insurance, while 67 percent had partially paid health insurance. Fewer than 25

percent had paid pension plans. The report recommends: (1) reimbursement rates that accurately reflect the cost of care paid by families in the county and advocacy for state-funded subsidy programs; (2) the development by a county office or agency of a consumer education program to stimulate parents to become involved in attaining high quality child care; (3) expansion of county activities that disseminate information to employers and bring employers together in joint efforts to address mutual child care concerns; and (4) the provision of materials for providers to use to educate parents about the importance of high quality care.

ED342500
Howes, Carollee; Whitebook, Marcy. 1991. **Solving California's Child Care Crisis: Research Addressing Regulations and Funding. California Policy Seminar Research Report**. Berkeley, CA: California Univ., Berkeley. California Policy Seminar. 26p.; EDRS Price - MF01/PC02 Plus Postage.

In 1991, a study was conducted to determine the extent to which the stringency of state regulations ensures high quality in child care settings and the extent to which California's child care staffing crisis can be addressed through regulatory changes. To compare child care quality under different licensing standards, the study examined findings from the Child Care Employee Project in California and the National Child Care Staffing Study (NCCSS), and data collected in two longitudinal studies of California children in community-based child care. Child care quality was defined in terms of adult-child ratios, teacher training, teacher behaviors, and activities provided for children. Quality was measured by means of the Early Childhood Environmental Rating Scale and the Arnett scale of teacher sensitivity. It was found that when child care centers met the stringent Title 5 adult-child ratios, children were more likely to be in classrooms judged to be more than adequate in quality. Teachers were most effective in these classrooms. Results also showed that California child care teachers, like their national counterparts, were poorly paid, received few benefits, worked under difficult conditions, and were likely to leave their jobs after a brief tenure. In the NCCSS sample, teachers meeting California's standards regarding educational background were more effective and provided higher quality care than did teachers who did not meet the standards. Findings suggest that lowering teacher

qualifications to solve the staffing shortage would seriously compromise the quality of child care in California, and that the staffing crisis could be eased by salary enhancements and support for training.

ED342497
Meadows, Anne, Ed. 1991. **Caring for America's Children**. Washington, DC: National Academy of Sciences, National Research Council, Committee on Child Development Research and Public Policy. 54p.; available from: National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($6.50: U.S., Canada, and Mexico; $8.00: all other countries). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Information in this booklet is drawn from the 1990 report, "Who Cares for America's Children? Child Care Policy for the 1990s," which presented the recommendations of the National Research Council's Committee on Child Development Research and Public Policy. The committee consisted of a panel of experts in pediatrics, public policy, business, labor, education, child care delivery, child development, economics, and other social sciences. Part I summarizes the panel's findings and describes the relation of the new federal Child Care and Development Block Grant program (P.L.101-508) to the panel's work. Part II describes the aspects of child care that determine its quality and provides information on state regulation of child care services and professional standards for early childhood programs. Topics include: federal tax credits; Head Start expansion; state grant programs; characteristics of high quality child care; and professional guidelines for quality. Discussion of structural aspects of quality covers group size, staff-to-child ratio, caregivers, qualifications, stability and continuity of caregivers, structure and content of daily activities, space and facilities, and regulation of family day care homes.

ED341465
Kentucky State Dept. of Education. 1990. **Guide to Developing Effective Early Childhood Programs: A Technical Assistance Document**. Frankfort, KY: Author. 48p.; EDRS Price - MF01/PC02 Plus Postage.

This document is an integrated statement about early childhood education (ECE) services by the Early Childhood Committee of the Kentucky

Department of Education. The document provides indicators of effective programs; reviews service delivery systems; supports program planning; encourages the adaptation of existing models; and promotes the formation of interagency partnerships. The beliefs and assumptions about child development held by the Early Childhood Committee are listed. Among other considerations, the design of an ECE program should: (1) incorporate components identified by research as present in high-quality programs; and (2) provide for evaluation through indicators of program quality. The implementation of an ECE program must consider the need for: (1) comprehensive services; (2) a variety of service delivery models; (3) appropriate curriculum; and (4) ongoing staff development. Appendixes include: (1) a checklist of indicators of program quality; (2) lists, for the State of Kentucky, of Head Start programs, supervisors of parent and child education programs, school-age child care programs, members of preschool interagency planning councils, and early childhood training centers; (3) descriptions of learning centers, and educational equipment and materials; and (4) a list of professional educational organizations.

ED341457
Jewett, Janet. 1991. **School-Based Early Childhood Centers. The Northwest Regional Educational Laboratory Program Report.** Portland, OR: Northwest Regional Educational Lab., Child, Family, and Community Program. 53p.; Price - MF01/PC03 Plus Postage.

This report presents a research-based framework for identifying high-quality early childhood centers. Quality in a school-based early childhood center is identified by: (1) classroom parameters, including curriculum and adult-child interaction; (2) client parameters, relating to children, families, and communities; and (3) school structure parameters, including class size, adult-child ratio, students' age groupings, evaluation techniques, and staff qualifications and training. An overview of 23 early childhood centers in Oregon, Washington, Idaho, Montana, and Alaska is provided in tabular form, and regional trends in early childhood education are identified. Factors which facilitate improvement of early childhood practices in schools include state and district support, leadership of school principals, advocacy by staff, willingness of staff to change, and emergent needs of clients. Factors which inhibit improvement

of early childhood practices include lack of state or district support, state legislation supporting counteracting policies, curriculum control by district committees, lack of resources, and staff resistance to change. Plans for facilitating future development of school-based early childhood centers are described. An appendix summarizes interviews with administrators at 30 early childhood centers in the 5 northwest region states. A list of 24 references is included.

ED340470
Hogan, Eileen L. 1991. **The Importance of the Mother-Provider Relationship in Family Child Care Homes**. 9p.; Paper presented at the Midwest Regional Conference of the Association for the Education of Young Children (Des Moines, IA, April 1991). EDRS Price - MF01/ PC01 Plus Postage.

This study examined the relationship between the family day care home provider and the mother, and the effect of this relationship on treatment of the child by the provider. Interactions between 25 family child care providers and mothers, and between providers and children, were observed. Observations of interactions between mothers and providers took place at the end of the day. Interactions between providers and children were observed during free play times in the day care setting. Findings showed no evidence of carryover from the mother-provider relationship to the provider's treatment of the child, and no differences in provider's affect, warmth, encouragement, frequency of conversations with the child, amount of teaching, or total amount of discipline toward the child. It is noted that self-selected family child care homes may have been generally higher in quality than those that were randomly chosen and that this phenomenon may have influenced mothers' attitudes.

ED339526
Gellert, Sandra. 1988. **Who Should Care for Infants and Toddlers? A Family Day Care Perspective**. 15p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 11-13, 1988). EDRS Price - MF01/PC01 Plus Postage.

This discussion concerns the advantages and disadvantages of using family day care, the most widely used form of day care in the United States.

Advantages are that family day care providers generally: (1) accept younger infants than do centers; (2) are often conveniently located; (3) often have flexible hours; (4) provide home-like environments; (5) communicate directly with parents; (6) provide excellent learning environments; (7) provide greater individuality of care than do centers; and (8) are usually cheaper than centers. In regulated centers, providers and children benefit from the Child Care Food Program. Disadvantages are: (1) It is difficult to find high quality family day care; (2) Family day care providers usually have less training in child development than those in centers; (3) High child-staff ratios are a problem in some areas; (4) There is a high turn-over rate; and (5) Zoning problems are prevalent. Several ways of overcoming the disadvantages and improving the quality of family day care are discussed. The Accreditation of the National Association for Family Day Care was developed to provide a means of examining the provider's care in terms of indoor safety, health, nutrition, interaction with children, indoor and outdoor play environments, and professional responsibility. Family day care associations that provide training and support for providers are discussed.

ED338406
Allhusen, Virginia D.; Cochran, Moncrieff M. 1991. **Infants' Attachment Behaviors with Their Day Care Providers.** 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). EDRS Price - MF01/ PC01 Plus Postage.

The conditions of day care quality under which infants direct secure attachment behaviors toward their day care providers were examined. Two groups of 12- to 18-month- old infants, who were experiencing either 1:4 or 1:7 caregiver-to-infant ratios, and their day care providers, were observed while they interacted in their day care centers. Caregivers' effectiveness in caring for the infants, and infants' attachment behaviors toward the day care providers, were assessed. Results showed that infants cared for in groups with more favorable ratios had more effective caregivers, and were thus more likely to direct secure attachment behaviors toward day care providers. Group size had a similar effect on infant and caregiver outcome measures, with smaller groups being associated with more effective caregiving and more secure attachment behaviors. For infants in groups with less favorable ratios, continuity of care in the same

day care center was more important for the expression of secure attachment behaviors toward day care providers than was continuity of care with the same caregiver. Girls' day care providers were more effective than boys' providers, and girls, in turn, were more likely than boys to direct secure attachment behaviors toward their day care providers.

ED337246
DeStefano, Lizanne; And Others. 1991. **Statewide Search for Exemplary Practices in Early Childhood Education in Illinois.** 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991). EDRS Price - MF01/PC01 Plus Postage.

This paper examined state and community programs for preschool-aged children in Illinois during a 1-year period in order to identify, describe and publicize effective practices in early childhood education. Exemplars, rather than content-specific standards, were used for selection criteria. A qualitative, connoisseurship model of evaluation was used by teams of experts in early childhood education. The nine programs that were selected as finalists represented four practice areas: (1) staffing patterns; (2) service delivery; (3) family involvement; and (4) program design. It is concluded that the findings may move the state closer to an understanding of commonalities in programs for young children that exist across ability groupings, service providers, and geographic areas. The use of content experts in the planning, design, and conduct of the evaluation helped build credibility for the evaluation. Case study methodology was used successfully, and case study information will be used in the resource directory that will be made available to persons interested in implementing practices in other areas. It was found that local programs either did not have access to data concerning the effectiveness of their programs, or they lacked the skills, resources, and encouragement needed to evaluate their practices.

ED336185
Campbell, Lori; And Others. 1991. **Mervyn's Family-to-Family Initiative in Oregon.** 13p.; Paper presented at the Annual Family Day Care Technical Assistance Conference (Atlanta, GA, April 26, 1991). EDRS Price - MF01/PC01 Plus Postage.

Family-to-Family, a collaboration between community colleges, public agencies, and businesses that is funded by Mervyn's department stores, is a two-year effort to enhance the quality of family child care in Oregon. Its goals are to train at least 450 family child care providers, help at least 60 providers achieve national accreditation, and educate consumers to recognize and demand high quality child care. By direct and indirect contact, the program presents caregivers with the advantages of accreditation, familiarizes them with changes in day care law in Oregon, and provides them with the means to become more educated or accredited in their field. The program involves three 15-hour training levels: (1) Family Child Care: A Firm Foundation; (2) Professional Track; and (3) Program Track. There is also a two-part workshop leading to accreditation. (SAK)

ED335121
Bureau of Early Childhood Programs. 1986. **Future Trends in Early Childhood Programs**. Boston, MA: Author, Massachusetts State Dept. of Education. Bureau of Early Childhood Programs. 65p.; EDRS Price - MF01/PC03 Plus Postage.

In compliance with the Massachusetts Public School Improvement Act of 1985, this report provides information in the following areas: research findings; national and state demographics regarding children and families; services for children and families in Massachusetts; high quality early childhood programs; and the emerging role of public schools in early childhood education. A growing number of states are involved in early childhood education, with many programs originating in legislation. Research has demonstrated the long-term benefits of high quality early childhood programs. There are strong economic pressures on mothers to enter the work force. The number of Massachusetts children living in poverty, particularly those from minority families, is increasing. Massachusetts has an increasing need for early childhood programs and day care services for young children at all income levels. Public schools are being asked to provide a broader range of services to more diverse groups of children and families than in previous years. To provide the services needed, coordinated planning among public and private programs is essential. Characteristics of high quality programs include strong family involvement, well-trained staff, small class size, developmentally appropriate curriculum, and sensitivity to individual differences and needs.

Questions for community-wide early childhood needs assessment and a 1986 early childhood status report on the state's school districts are appended. References number 130.

ED334225
Fiene, Richard; Melnick, Steven A. 1991. **Quality Assessment in Early Childhood Programs: A Multi- Dimensional Approach.** 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). EDRS Price - MF01/PC01 Plus Postage.

The relationships among independent observer ratings of a child care program on the Early Childhood Environment Rating Scale (ECERS), state department personnel ratings of program quality using the Child Development Program Evaluation Scale (CDPES), and self-evaluation ratings using the self-assessment instrument designed for the Early Childhood Education Linkage System (ECELS)--a federally-funded demonstration project--were studied. Data were collected in May 1989 and throughout 1990 in three stages: (1) during visits by teams of two external evaluators, data were collected for 87 day care centers (DCCs) using the ECERS and 62 family day care homes (FDCHs) using the Family Day Care Home Rating Scale (FDCRS); (2) 125 DCCs and FDCHs completed the environmental, health, and safety self-assessment for the ECELS program; and (3) licensing data were collected on all of the DCCs and FDCHs in the above two studies using Pennyslvania's CDPES. The results show the need for improvement in early childhood programs in Pennsylvania in terms of licensing, health and safety, and child development program environment. All three scales measure different dimensions of quality. The CDPES had the greatest limitations in providing information on areas for improvements in early childhood programs; the ECELS scale provided significantly better data in these areas. The ECERS provided additional programmatic quality data that are not contained in the CDPES and the ECELS scale. To help the embattled licensing representative in the field, a more effective/efficient balance of self-assessment with the representative validating the results of a self-assessment with unannounced licensing visits is needed. Results also show the need to develop a weighting system for the three scales.

ED332823

Caruso, Grace-Ann L. 1991. **The Ecology of Child Care: The Relationship of Parent-Caregiver Support and Child Care Quality to Toddler Behavior**. 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). EDRS Price - MF01/PC01 Plus Postage.

This study investigated the association between the nature of parent-caregiver relationships and child behavior and examined the parent-caregiver relationship as a social support. A total of 120 parents of 2-year-olds who used child care at least 20 hours a week were randomly selected. Participants were asked to complete a survey that included a demographic questionnaire, measures of child behavior problems, and questions concerning support from family, friends, and caregivers. A total of 97 parents responded. Twenty parent-caregiver pairs that represented extreme positions regarding support from caregivers were subsequently interviewed in depth. Content analysis of interview data revealed four profiles of parent-caregiver relationships: custodial, business and professional, friend, and family relationships. These categories are defined and discussed. It was found that the toddlers in the sample, most of whom entered child care before 6 months of age, averaged fewer behavioral and emotional problems than toddlers in the normative sample. Caregiver support may be associated with child behavior and variations in child behavior may be related to different types and sources of social support. The relevance of the findings to the ecological model of development-in-context is noted.

ED330477

Bollin, Gail G.; Whitehead, Linda C. 1991. **Family Day Care Quality and Parental Satisfaction**. 14p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991). DRS Price - MF01/PC01 Plus Postage.

Relationships between parental satisfaction and the quality of family day care were explored from a general systems perspective. Also considered were the relationships between parental satisfaction with care and their providers' job satisfaction, family structure, and training. The impact of

shared childrearing values and beliefs on parental satisfaction with child care and provider job satisfaction were investigated. The study sample included 33 providers and 65 of their parent clients. No significant relationships were found between parental satisfaction with care and provider job satisfaction. However, parental satisfaction was positively correlated with shared childrearing values, the quality of the setting, and the training of the provider. Parental satisfaction was also higher when the provider's own young children were not in the day care system. Implications of the findings in regard to advice for parents and providers are discussed.

ED329333
National Council of Jewish Women. 1988. **Facts about Family Day Care. NCJW Center for the Child Fact Sheet, Number 1.** New York: Author. 3p.; available from: National Council of Jewish Women, Center for the Child, 53 West 23rd Street, New York, NY 10010 (free). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Three myths concerning family day care are countered by facts. Myths are: (1) family day care providers are just babysitters working for pin money; (2) family day care is an undesirable and inferior substitute for center-based care; (3) the only way to guarantee high quality family day care is through strict regulation. In fact, family day care is a real and demanding occupation, and providers' earnings are often an essential portion of their families' income. Research has shown that family day care has unique qualities that make it the preferred arrangement of many parents, especially for infants and toddlers. Regulation is necessary to provide basic standards concerning the health and safety of children in family day care, but it does not ensure high quality care. Six effective strategies for promoting high quality family day care are cited.

ED329331
NEA Standing Committee on Instruction and Professional Development. 1990. **Early Childhood Education and the Public Schools.** Washington, DC: National Education Association, Div. of Instruction and Professional Development. 19p.; available from: National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 (free). EDRS Price - MF01/PC01 Plus Postage.

In this publication, the policy positions of the National Education Association (NEA) on early childhood education in the public schools are delineated. The NEA's proposals for early childhood program standards are also offered. Sections of the publication concern: (1) characteristics of the early childhood arena; (2) principles and standards of early childhood programs in the public schools; and (3) NEA action at the national, state, and local levels. The NEA believes that public schools should be a primary provider of high quality early childhood education programs designed to serve students from 3 to 8 years of age.

ED327340
Division of Instruction. 1985. **Early Learning Support Network**. Baltimore, MD: Maryland State Dept. of Education, Baltimore. 5p.; For related documents, see PS 019 381-382. EDRS Price - MF01/PC01 Plus Postage.

This brief document profiles Maryland's Early Learning Support Network. The Network includes a group of early childhood centers in public schools in the state. The centers serve as training and observation sites for persons interested in improving the quality of their early learning programs. Two types of centers are involved: observation centers that provide opportunities for interested persons to observe high quality programs in operation, and support centers that provide field experiences for persons endeavoring to strengthen their knowledge and skill in areas related to the implementation of early childhood programs. Both types of centers were selected because they exemplify excellence, diversity, and effectiveness in the provision of educational programs for young children. Sections of the document provide: (1) an overview; (2) underlying premises; (3) objectives; (4) a statement of procedures for becoming involved with support centers, including the interested person's desire for and efforts at improvement, the observation and practice of improvement strategies, and the implementation and institutionalization of improvement strategies; and (5) a brief statement of procedures for contacting observation centers.

ED327339
Maryland State Dept. of Education. 1989. **Standards for Implementing Quality Prekindergarten Education: Guide to Certification**. Baltimore, MD: Author. 66p.; EDRS Price - MF01/PC03 Plus Postage.

This document is intended to provide Maryland's public schools with the information needed to initiate and pursue Maryland State Department of Education (MSDE) certification of their prekindergarten programs. After a brief introduction in section I, section II addresses the certification process in terms of definition, overview, and steps in pursuing certification. A description is provided of each of the six steps involved in the certification process, including the internal program review steps of orientation, self-appraisal, and program improvement, and the external program review steps of documentation, validation, and certification. Section III differentiates MSDE certification and National Association for the Education of Young Children (NAEYC) accreditation, while section IV describes the role of MSDE in the certification and accreditation process. The document also provides the prekindergarten standards in the form of an assessment instrument, so that schools can weigh the quality of their prekindergarten programs against MSDE's Standards for Implementing Quality Prekindergarten Education. Five appendices provide a statement of philosophy;, the self-appraisal instrument, a self- appraisal summary sheet, a form for verifying a validation visit, and a table correlating MSDE prekindergarten standards and NAEYC criteria. Citations number 85.

ED327338
Maryland State Dept. of Education. [1989]. **Standards for Implementing Quality Prekindergarten Education**. Baltimore, MD: Author. 44p.; EDRS Price - MF01/PC02 Plus Postage.

These standards are provided to promote the achievement of excellence in Maryland's public school prekindergarten programs. To that end, this document delineates standards of quality and provides a list of indicators that concretely describe what a program will look like if the standards are being met. The standards and indicators address seven areas, all of which have been shown to contribute to quality in programs for young children. The areas are program administration, prekindergarten program operation, home-school cooperation, staff development, continuity of learning, program accountability, and comprehensive programming. Standards are offered as a compendium of appropriate practices for working with young children and their families, as a tool for self-study and appraisal, and as a guide for developing new programs, assessing the strengths and weaknesses of existing programs, and identifying and recognizing

programs that meet standards of quality. An appendix lists the minimum contents of a well-supplied library, reading/writing, mathematics, housekeeping, grocery store, blocks, sand table, water table, games/puzzles, and art learning centers in the prekindergarten classroom.

ED327320
Schweinhart, Lawrence J. 1988. **A School Administrator's Guide to Early Childhood Programs**. Ypsilanti, MI: High/Scope Educational Research Foundation. 88p.; available from: High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898 ($12.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This guide presents information elementary school administrators need to develop and maintain good early childhood education programs for 4- and 5-year-olds. It also presents the curriculum principles that are relevant to both early childhood programs and the elementary grades. The guide will help principals and administrators recognize good early childhood education, explain the rationale for early education to parents and others, provide appropriate administrative support and evaluation for early childhood programs, and integrate new ideas about early childhood education into their present views. Three key questions are considered: (1) What constitutes a good early childhood program? (2) What is the elementary school principal's role in relation to early childhood education programs? (3) What are the critical choices in implementing a good early childhood program? Sections focus on the rationale for good early childhood education, the hallmarks of quality in early childhood education, and the way early childhood education fits into a public school setting. Appendices provide information on the High/Scope Perry Preschool Study, a list of national information sources on early childhood programs, and a list of related High/Scope publications and services. Fifty-two references are included.

ED327292
Willer, Barbara, Ed. 1990. **Reaching the Full Cost of Quality in Early Childhood Programs**. Washington, DC: National Association for the Education of Young Children. 118p.; available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786

(NAEYC Publication #137, $6.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This book is designed to serve as a handbook for early childhood professionals and others interested in improving the quality of early childhood services available to young children and their families. It also serves as a resource for information and tools that can be used to: (1) build a compelling case for improving the quality of early childhood services; and (2) bring additional resources into the early childhood system. Chapter 1 presents an overview of the issues and introduces the key concepts of the National Association for the Education of Young Children (NAEYC) Full Cost of Quality campaign. Chapter 2 provides an economic perspective that explains the lack of affordable, high quality early childhood care and education. Chapter 3 outlines the costs of failure to provide high quality care for children and its effects on the children, their families, and their teachers and caregivers. Chapter 4 offers an overview of NAEYC's criteria for high quality early childhood programs, while chapter 5 presents NAEYC's position statement on guidelines for compensation of early childhood professionals. Chapter 6, which is tailored to programs in centers, schools, and family child care homes, presents a framework and data for estimating the full cost of high quality care, and Chapter 7 provides a guide for organizing a community coalition focussed on strategies for reaching that full cost. A list of resource organizations and materials, and worksheets and information about NAEYC, are appended.

ED324143
Office of Educational Research and Improvement. 1990. **Rethinking Excellence in Early Care and Education**. Executive Summary. Washington, DC: U.S. Department of Education. 3p.; For the full report reviewed here, see ED318550. Report No: IS-90-986a. EDRS Price - MF01/PC01 Plus Postage.

This brief document summarizes the content of a paper by Sharon L. Kagan, entitled "Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies," that analyzes the field of early childhood education and defines excellence in terms of quality, equality, and integrity. The critical component of quality is discussed in terms of research findings and difficulties in maintaining high quality

programs. The neglected component of equality involves several kinds of inequality in communities and states. These include segregation by income, race, and stringency of regulation. Such segregation results from the absence of federal standards. The unconsidered component of integrity involves the linking of disparate parts in a field that is characterized by acrimony and competition among providers. Concluding material describes three strategies that offer hope that the field can develop from well-intentioned, piecemeal programs to comprehensive services. These strategies involve moving from a program approach to a systems approach, from a piecemeal vision to an integrated vision, and from short-term strategies to long-term thinking that confirms commitment to young children by matching rhetoric with financial support.

ED323032
Whitebook, Marcy; And Others. 1989. **Who Cares? Child Care Teachers and the Quality of Care in America. Executive Summary, National Child Care Staffing Study**. Berkeley, CA: Child Care Employee Project. 25p.; For the final report, see ED323031. available from: Child Care Employee Project, 6536 Telegraph Avenue, A201, Oakland, CA 94609 ($10.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This national study explored the effects of teachers and their working conditions on the caliber of center-based child care in the United States. Study goals were to: (1) compare center-based child care services in 1988 with those of 1977; (2) examine relations among child care staff characteristics, adult work environments, and quality of child care; and (3) investigate differences in child care quality, child care staff, and adult work environments in centers that varied with respect to standards, accreditation status, auspices, and families served. Participants were 227 centers in five metropolitan areas: Atlanta (Georgia), Boston (Massachusetts), Detroit (Michigan), Phoenix (Arizona), and Seattle (Washington). Classroom observations and interviews with center directors and staff provided data on center characteristics, program quality, and staff qualifications, commitment, and compensation. In addition, child assessments were conducted in Atlanta in an effort to examine effects of varying program and staff attributes on children. Results are reported and recommendations offered. It is concluded that the study raises serious concerns about the quality of services many American children receive.

Findings also indicate how services can be improved if the necessary resources are devoted to accomplishing this.

ED323031
Whitebook, Marcy; And Others. 1989. **Who Cares? Child Care Teachers and the Quality of Care in America. Final Report, National Child Care Staffing Study.** Berkeley, CA: Child Care Employee Project. 191p.; For Executive Summary, see ED323030. available from: Child Care Employee Project, 6536 Telegraph Avenue, A201, Oakland, CA 94609 ($25.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

The National Child Care Staffing Study (NCCSS) was designed to explore how child care teaching staff and their working conditions affect the caliber of center-based child care. Four major policy questions were addressed: (1) Who teaches in America's child care centers? (2) What do they contribute to the quality of care provided? (3) Do centers that meet or fail to meet nationally established quality guidelines, that operate under different financial and legal auspices, and that serve families from different socioeconomic backgrounds also differ in the quality of care offered to children or the work environments offered to their staff? (4) How have center-based child care services changed from 1977 to 1988? Participants were 227 child care centers in 5 metropolitan areas: Atlanta (Georgia), Boston (Massachusetts), Detroit (Michigan), Phoenix (Arizona), and Seattle (Washington). Classroom observation and interviews with center directors and staff provided data on center characteristics and program quality, and on staff qualifications, commitment, and compensation. In Atlanta, child assessments were also conducted to examine the effects on children of such center and staff attributes as program quality and staff training. Part I of this report describes the purpose, goals, and design of the NCCSS. The six chapters of Part II concern child care teachers and the quality of care in America. Part III describes variations across centers. Part IV presents recommendations and a conclusion. Related materials, including 55 references and a glossary, are appended.

ED323025
Maynard, Rebecca; And Others. 1990. **Child Care Challenges for Low-Income Families. The Minority Female Single Parent Demonstration. Into the Working World Series. Lessons from**

Research. New York: Rockefeller Foundation. 43p.; EDRS Price - MF01/PC02 Plus Postage.

The three papers in this briefing document provide guidance for planners and program designers responding to the child care challenges of the 1990s. Rebecca Maynard explores the child care market for low-income parents, finding that although family day care is plentiful in low-income areas, child care centers operate at or near capacity, and neither family day care providers nor centers report much capacity to care for more infants. Ellen Eliason Kisker identifies five indicators of child care quality that appear to have a positive influence on child development: small group size; appropriately trained caregivers; stable child-caregiver relationships; educationally oriented curricula; and high staff-child ratios. Stuart Kerachsky maintains that implementation of the child care assistance provided under the Family Support Act (FSA) will require attention to the continuity and consistency of child care coverage, the method of subsidization, and the procedures for matching care with the needs of parents and children. Kerachsky also asserts that it is important to begin thinking about what will happen to low-income working parents and their children at the end of the year of transitional child care that the FSA provides.

ED322998
Fiene, Richard. 1986. **National Child Care Regulatory, Monitoring and Evaluation Systems Model**. 18p. Harrisburg, PA: Pennsylvania State Dept. of Education. EDRS Price - MF01/PC01 Plus Postage.

The relation between compliance with child care regulations and the quality of day care programs is discussed, and predictors of child care compliance are identified. Substantial compliance (90-97 percent, but not a full 100 percent compliance with state day care regulations) positively affects children. Low compliance (below 85 percent compliance) places children at increased risk. A Generic Checklist for Child Care offers predictors of child care compliance that state agencies should emphasize in their monitoring of child care programs. Items on the checklist concern: (1) director qualifications; (2) health appraisal; (3) supervision of children; (4) adult/child ratios; (5) sufficient space; (6) emergency contact information; (7) a hazard-free environment; (8) inaccessibility of toxic

materials; (9) nonhazardous equipment; (10) nutrition; (11) medication; (12) transportation of children in a safety carrier; and (13) the orientation of activities provided for children. Concluding remarks emphasize that inasmuch as day care regulations alone will not ensure high quality child care services for children, state agencies should use the Generic Checklist in combination with other evaluation tools to monitor child care programs. Benefits of using the checklist are noted.

ED322997
Fiene, Richard. 1986. **State Child Care Regulatory, Monitoring and Evaluation Systems as a Means for Ensuring Quality Child Development Programs**. Harrisburg, PA: Pennsylvania State Office of Children, Youth and Families. 16p.; EDRS Price - MF01/PC01 Plus Postage.

The development of a checklist for use in monitoring and evaluating the quality of child care services, and the implications of use of the checklist by day care providers, are discussed. Several research studies that used the indicator checklist model have attempted to determine whether compliance with state child care regulations has a positive impact on children and whether predictors of program quality can be identified. Findings have revealed that centers with low compliance scores have the lowest program quality scores; centers in substantial compliance have the highest program quality scores; and centers in full compliance have somewhat lower program quality scores than centers in substantial compliance. Regulatory and program quality items that correlated with program compliance and quality, including items related to effective administration, implementation of a child development curriculum, and parent participation, were identified. These results could have an impact on public day care policy related to day care regulation and monitoring. States can emphasize substantial compliance with the predictor and indicator items of the indicator checklist model. Two advantages of the model are that its use can: (1) reduce state costs for monitoring and licensing day care centers; and (2) save centers time. A list of child development program quality indicators is provided in Figure 2.

ED321875
Kunesh, Linda G. 1990. **Early Intervention for At-Risk Children in the North Central Region: A Comparative Analysis of**

Selected State Education Agencies' Policies. Executive Summary. Elmhurst, IL: North Central Regional Educational Lab. 19p.; available from: North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number ECE-902, $2.50). EDRS Price - MF01/PC01 Plus Postage.

An executive summary of a study of early intervention policies for young children at risk of academic failure in state education agencies (SEAs) in the North Central United States is provided. The SEAs selected for the study were located in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Policies developed before January, 1989 were studied. These included policies mandated by the seven SEAs or their state legislatures, and related rules, guidelines, and requirements. The study documented the processes by which the selected states developed their policies and legislation. Sections of the summary concern: (1) factors that support public investment in preschool programs; (2) development of the states' policies and legislation; (3) a comparative analysis of the states' early intervention policies, mandates, rules, guidelines, and requirements regarding components of effective early childhood programs as set out by the High/Scope Educational Research Foundation and the National Association for the Education of Young Children; and (4) policy implications for educational quality, delivery and coordination of services, and accountability.

ED320703
Zoe, Lucinda R.; Kelly, Lynne S. 1988. **Status of Child Care in Kentucky: A Comparative Analysis of Regulations, Expenditures, and Policies**. Lexington, KY: Kentucky University Center for Business and Economic Research. 115p.; available from: Center for Business and Economic Research, University of Kentucky, 301 Mathews Building, Lexington, KY 40506-0047 ($8.00). EDRS Price - MF01/PC05 Plus Postage.

Providing comparative data on child care policies and programs in the State of Kentucky; this report presents an analysis of the issues, including regulation, licensing, tax and fiscal policies, subsidy programs, expenditures, availability, and quality. Data used in the study were the most current data available from the United States Department of Labor,

the Kentucky Cabinet for Human Resources, and a thorough examination of the literature on day care. Comparisons were based on data from the adjacent states of Ohio, Tennessee, Virginia, North Carolina, and Indiana as well as several states having model child care programs, such as Massachusetts and Minnesota. Virginia and Massachusetts were included partly because those commonwealths have governmental structures similar to those of the Commonwealth of Kentucky. Two major areas of interest emerged in the course of the study. One involves the shortage of child care subsidies for poor women; the second involves the enhancement of child day care availability for middle and lower income working families. Chapter 1 includes background information and an overview of child care as it has emerged as a social, economic, and business issue. Chapter 2 analyzes the specific issues related to child care and provides comparative information from other states. Chapter 3 reviews policy and legislative options and considerations. A bibliography provides 60 citations.

ED319523
Hayes, Cheryl D., Ed.; And Others. 1990. **Who Cares for America's Children? Child Care Policy for the 1990s. Panel on Child Care Policy**. Washington, DC: National Academy of Sciences - National Research Council. 362p.; available from: National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418. EDRS Price - MF01/PC15 Plus Postage.

A report by the Panel on Child Care Policy, an interdisciplinary panel established in 1987 to review and assess knowledge about the costs, effects, and feasibility of alternative child care policies and programs as a basis for future decision making 13 presented in this document. An executive summary and introductory first chapter are followed in Chapter 2 by a summary of trends in work, family structure and income, and child care which points out the implications of these trends for the supply of and demand for alternative child care. Chapter 3 traces the development of child care research. Chapter 4 reviews knowledge about the quality of care and children's developmental needs at various ages and stages of development. Chapter 5 highlights knowledge concerning the best practices for safeguarding children's health and safety, and for the design and implementation of child care services. Chapter 6 examines the delivery system for child care and early childhood education programs. Chapter 7 focuses on public policies and programs at federal and state levels.

Employer policies and benefit programs are also considered. Chapter 8 discusses tradeoffs between quality, availability, and affordability, and the extent to which each of these qualities would be affected by proposed policies. Chapter 9 outlines directions for future data collection and research. Chapter 10 presents the Child Care Policy Panel's priorities for future policy and program development. Appendices provide information on state regulations for family day care and center care and professional standards for early childhood programs. A total of 543 references are cited.

ED319493
Southern Association on Children Under Six. 1990. **Five Position Statements of SACUS: (1) Employer Sponsored Child Care; (2) Developmentally Appropriate Assessment; (3) Continuity of Learning for Four-to-Seven-Year-old Children; (4) Quality Child Care; (5) Multicultural Education**. Little Rock, AR: Southern Association on Children Under Six. 41p.; available from: SACUS, P.O. Box 5403, Brady Station, Little Rock, AR 72215 (set of 5 papers, $1.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Five position statements of the Southern Association on Children Under Six are presented in this document. The statement on developmentally appropriate assessment includes such topics as testing practices that harm young children; limitations of standardized testing; misuses of test data; and assessment criteria. The statement on continuity of learning addresses the topics of children as learners; early childhood professionals and paraprofessionals; educational and child care settings for young children; and recommendations. The statement on quality of child care concerns children's needs to: (1) feel safe and comfortable; (2) be involved in meaningful activities; (3) be supported as full-time learners; (4) learn how to live comfortably with others; (5) have their physical development supported; (6) be given lessons on health, nutrition, and safety; (7) feel that there is consistency in their lives; and (8) know that parents and caregivers care about them. The statement on multicultural education concerns ways in which an improved understanding of multicultural education can be developed; ways in which teachers and parents can share the responsibility of enhancing children's multicultural awareness; and recommendations for keeping the learning environment consistently

multiethnic. The statement on employer- sponsored child care focuses on the issues of who needs child care, why employers should care about child care, what employers can do, and what the options for employer-supported care are. Selected references are cited.

ED319485
Joint Economic Committee. **The Economic and Social Benefits of Early Childhood Education**. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States. One Hundred First Congress, First Session. Joint Economic Committee, Washington, D.C. 1 May 1989 132p. Report No.: Senate-Hrg-101-298. Available from: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-07164-4, $3.75). EDRS Price - MF01/PC06 Plus Postage.

Testimony on economic and social benefits of early childhood education, and on legislation to amend the Head Start Act and provide funds to increase the number of spaces in Head Start was offered at a hearing in New York City. Testimony concerned: (1) the successes of Head Start, the unmet needs of disadvantaged youth, and the need to expand the program; (2) the need for research on new conditions confronting child service programs; (3) the increasing magnitude of human crises in New York City and ways to involve the corporate community in early childhood programs; (4) New York's Experimental Prekindergarten Program; (5) revisions recommended for Head Start; (6) preschool programs as a way to attract workers to the region and keep them there; (7) successes of Head Start participants; (8) Urie Bronfenbrenner's views on the crucial components of early childhood programs and the need for linkages between programs, families served, health and social services, the schools, and parents' work places; (9) costs of early childhood education programs and effects of program quality on children; (10) corporate support for early childhood programs; and (11) written responses to follow-up questions posed by committee members.

ED318580
Kagan, Sharon L. 1990. **Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies. Policy Perspectives Series**. Washington, DC: Office

of Educational Research and Improvement. 36p. Report No: IS-90-986. available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00415-1, $1.75). EDRS Price - MF01/ PC02 Plus Postage.

Considering that the field of American early childhood education and care is at the brink of a major shift in how it views its mission, this paper provides policy-makers with ways to help understand the emergent situation, to define excellence in early education and care, and to plan a strategy to improve provision of services. A glance toward the past indicates dimensions of the changing climate in the field, focusing on the history of fragmentation among programs with limited scope, antecedents of the perceptual shift regarding the field, and, briefly, the need for broad agreement on how to reorganize the delivery system. A first step toward developing a preliminary consensus proposes three elements of a definition of excellence in early education and care: (1) the production of high quality programming that takes into account research findings on and between behavioral and environmental variables; (2) the clarification of equality in the context of early childhood programs; and (3) the development of an integrated system to obtain efficiencies of operation and economies of scale. A second step, from fragmented delivery systems toward a system providing comprehensive, improved services, offers three strategies for change. Strategies contrast thinking in terms of a program model, particulars, and the short-term, with planning more systemically, universally, and for the long haul. Fifty-seven references are cited.

ED317277
Demmert, William G., Jr. 1992. **Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade**. Alaska State Office of the Commissioner, Juneau. 22p.; EDRS Price - MF01/PC01 Plus Postage.

The primary aim of this paper is to advance an argument for restructuring Alaska's primary school programs, a change that is considered to be urgently needed. A second purpose is to explain the elements that are part of a restructured primary school's learning program. A third purpose is to indicate primary school restructuring models currently under development in Alaska. Discussion focuses on elements of a strong early childhood

program, including language development; home language as the initial language of instruction; whole language; developmental appropriateness (in the areas of curriculum, teaching strategies, social and emotional development, parent/teacher relations, and student evaluation); culturally appropriate developmental activities; community-based primary schools; and smaller class size. Appendices provide the National Association for the Education of Young Children's profiles of appropriate and inappropriate education in the primary grades, and a chart of how parent/child interaction affects student achievement.

ED317270
Fiene, Richard; Melnick, Steven A. 1990. **Licensure and Program Quality in Early Childhood and Child Care Programs**. 21p.; Paper presented at the Annual Convention of the American Educational Research Association (Boston, MA, April 16-20, 1990). For an earlier version of this paper, see ED 308 978. EDRS Price - MF01/PC01 Plus Postage.

This statewide study investigated the quality of day care in Pennsylvania. Data were collected through observations and evaluations of 149 randomly selected day care centers and family day care homes. Measures included day care and family day care versions of the Child Development Program Evaluation Licensing Scale (CDPE), the Early Childhood Environment Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS). It was hypothesized that there would be: (1) a positive linear relationship between CDPE licensing scores and ECERS scores; and (2) no significant differences between nonprofit and profit centers, sponsored family day care homes and independent homes, day care centers and family day care homes, and day care centers and family day care homes in urban, suburban, and rural areas. Results indicated a significant difference between nonprofit and profit day care centers. Day care centers scored significantly higher (ECERS) than family day care homes (FDCRS). Program compliance scores as measured by the CDPE and program quality as measured by the ECERS/FDCRS showed a strong curvilinear relationship. Rural programs scored significantly higher than urban programs on program quality measures. Implications of the findings for day care policy are discussed.

ED317261

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988). 1988. Washington, DC: Department of Education. 63p.; EDRS Price - MF01/PC03 Plus Postage.

The purpose of this national policy conference was to discuss key issues and policy options in the care and education of young children, and to identify policy recommendations. At the conference, 116 speakers shared their expertise with each other and an additional 300 participants from 38 states. Speakers and participants represented a broad range of views on trends and issues in early childhood education. Plenary sessions featured debates about the role of government in supporting families, the extent of need for child care, the upcoming legislative agenda, and the costs and benefits of early childhood programs for disadvantaged children. Conferees addressed issues such as continuity, comprehensiveness, quality variations in child care and education, infant care, early childhood curricula, testing of young children, staffing, the role of the public schools in providing child care and early childhood education, and parental involvement in early childhood programs. Policy options such as tax credits, parental leave, regulation of child care, and welfare reform programs were also considered. The text focuses on deliberations in the plenary and concurrent sessions. Appendix A describes programs featured in showcase sessions, and Appendix B includes a list of plenary and concurrent sessions.

ED316335

Spring, Michelle P. 1990. **Just in Case...Parental Guidelines in Case You Are Considering Daycare**. Arlington, VA: National Center for Missing and Exploited Children. 8p.; available from: National Center for Missing and Exploited Children, Publications Department, 2101 Wilson Boulevard, Suite 550, Arlington, VA 22201 (free). EDRS Price - MF01/PC01 Plus Postage.

Guidelines are offered for parents considering placing their children in day care. Contents concern: (1) information on finding high-quality day care providers; (2) safety tips for children in day care; (3) ways of detecting sexual abuse and exploitation; and (4) what to do if a child discloses acts of abuse and exploitation in the day care center.

ED316313

Ford Foundation. 1989. **Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.** New York: Author. 45p.; available from: Ford Foundation, Office of Communications, 320 East 43 Street, New York, NY 10017 (free of charge). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This program paper discusses the growing need for early childhood services, describes public and private efforts to address the issue, and outlines related plans of the Ford Foundation in 1989. After describing changes in the work force and benefits of child care programs, contents focus on: (1) programs parents now use; (2) present funding patterns; (3) the quality of services; (4) the supply of services, regarding the schools, private- public partnerships, family support services, and resource and referral agencies; (5) past support of the Ford Foundation; and (6) proposed Ford Foundation funding. The foundation's funding plan consists of three main components, which will be implemented over a 3- to 5-year period. The first entails support for research, policy analysis, and information dissemination to assist policy and program development at the national, state, and local levels. The second funds the design, implementation, and evaluation of demonstration projects aimed at increasing the supply of family day care for infants and toddlers. The third involves support for the development, implementation, and evaluation of training to enhance the quality of all types of programs. Each component is discussed. A total of 35 references are cited, and 41 Ford Foundation grants for early childhood programs from 1983 through 1988 are listed, by grantee, title (including duration and starting date), and amount.

ED315187

Smart Start: The Community Collaborative for Early Childhood Development Report Together with Minority Views (To Accompany S. 123). Senate, 101st Congress, 1st Session.Kennedy, Edward M. 21 Jun 1988. Washington, DC: Congress of the U.S., Senate Committee on Labor and Human Resources. 63p. Report No.: Senate-R-101-58. EDRS Price - MF01/PC03 Plus Postage.

The majority report and minority views of the Senate Committee on Labor and Human Resources concerning S. 123, Smart Start: The Community Collaborative for Early Childhood Development Act of 1989 are provided. The act would establish a new source of funding for upgrading, expanding, and creating high quality early childhood development (ECD) programs for children the year before they enter kindergarten. Smart Start is designed to build on what states are already doing in early childhood education (ECE) and to give states an incentive to keep programs running as the federal share of funds declines. Sections concern: (1) the act's purpose and a summary of the act; (2) legislative history; (3) background and need for legislation; (4) committee views; (5) the vote in committee; (6) cost estimate; (7) regulatory impact statement; (8) section-by-section analysis; (9) changes in existing law; and (10) minority views. The extensive background and rationale in Section III cover research on the effect of ECE programs, recommendations of education reform reports and policy statements of major education organizations regarding ECE, current federal ECE programs, recent state initiatives in ECE, and the legislative response. Minimum standards for participation in the federal program are specified.

ED315165
Nunnelley, Jeanette C.; Grever, Elizabeth A. 1989. **Child Day Care in Kentucky: A Survey of All Licensed Facilities.** Louisville, KY: Louisville and Jefferson County Community Coordinated Child Care. 46p.; EDRS Price - MF01/PC02 Plus Postage.

Community Coordinated Child Care of Louisville and Jefferson County, in cooperation with the Kentucky Cabinet for Human Resources and the University of Kentucky, conducted a survey of all licensed child day care facilities in the Commonwealth of Kentucky. The study was intended to provide information for use in planning for child day care needs. Of 1,257 questionnaires mailed to facilities, 442 were returned. Questionnaires were returned by facilities in about 76 percent of the 119 Kentucky counties with licensed facilities. Survey data were examined with regard to availability, affordability, and quality of programs. Findings indicated that state and local policymakers must: (1) seek ways to eliminate the critical shortage of family day care homes in Kentucky; (2) increase the number of available slots for infant and toddler care, alternate care for parents with

ED315160

Michigan State Board of Education. 1987. **The Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds. (Revised Edition)**. Lansing, MI: Author. 83p.; EDRS Price - MF01/PC04 Plus Postage.

This document provides guidelines for administrators, practitioners, and parents to use in developing high quality preschool education programs for 4-year-olds. Ideas presented in the document are based on principles set forth and confirmed by research on individual needs of young children, child development, and the conditions under which children learn best. Contents provide standards for nine areas of program operation: (1) philosophy; (2) population and access; (3) curriculum; (4) learning environment and equipment; (5) advisory council and community involvement; (6) parent and family involvement; (7) funding; (8) administrative and supervisory personnel; and (9) instructional staff personnel. Standards and criteria of each area of program operation are described. Standards are offered as measures for qualitative and quantitative assessment of preschool programs and are recommended as guidelines for curriculum development. Each criterion is elaborated in terms of quality indicators which can be used to determine the extent to which standards are met. Definitions and a brief statement of the early childhood education philosophy of the Michigan State Board of Education are provided. Over 60 research-based references that support the contents of the guide are cited.

ED315159

Michigan State Board of Education. [1988]. **Curriculum Resource Book for Preschool Programs for Four Year Olds**. Lansing, MI: Author. 74p. 534. EDRS Price - MF01/PC03 Plus Postage.

This curriculum resource book provides a collection of practical ideas that preschool educators can use to provide developmentally appropriate learning experiences for children attending a high quality preschool center. The ideas are designed to concur with the format of standards C-L set forth in the related document: "Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds." The standards addressed by the resource book concern children's comfort and security, children's use of play to attain understanding, a developmental curriculum,

curriculum, acquisition of concepts through manipulation of objects, use of various methods and techniques to present concepts, activities that challenge and lead to success, developmental sequencing of activities, individualized instruction, incorporation of children's interests into the program, and enhancement of children's critical thinking. Suggested activities are supplemented by examples. Attachments to standards D and F concern play and play schedules, equipment, floor plans, and play spaces. Nearly 90 references to literature on early childhood education and reading are cited.

ED315143
Senate Committee on Labor and Human Resources. 24 Jan 1989. **Act for Better Child Care Services of 1989. Hearing on S.5, To Provide for a Federal Program for the Improvement of Child Care, and for Other Purposes, before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources.** United States Senate, One Hundred First Congress, First Session. Washington, DC: Congress of the U.S. 179p.; For parallel House hearing, see PS 017 773. Report No: Senate-Hrg-101-135. available from: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06585-7, $5.50; limited copies available). EDRS Price - MF01/PC08 Plus Postage.

A hearing was held to consider the Act for Better Child Care Services of 1989, also known as the ABC Bill. Testimony was received from parents, project directors, program Managers, academics, research directors, corporate officers, the Governors of Vermont and Maryland, the Lieutenant Governor of Wisconsin, and the U.S. Senators of Maryland. Content concerned the roles of business and state and federal governments in day care, support of and need for the ABC Bill, state initiatives, funding options, major policy obstacles that prevent consensus on child care legislation, Senator Wilson's Kids in Daycare Services Act (KIDS), child abuse and neglect by licensed child caregivers, costs of high quality programs, caregivers' views on the needs of family day care providers, the impact of high quality care on children's development, corporate experience in facilitating high quality care, the U.S. Army's standards for

day care services, liability insurance protection, the relationship of licensure to the incidence of child abuse in day care settings, and parental preference for various types of services. Included in the hearing report is a summary of major provisions of the Wilson KIDS bill.

ED314185
Fiene, Richard; Melnick, Steven A. 1989. **Program Quality and Licensure in Day Care Centers and Family Day Care Homes.** 37p.; EDRS Price - MF01/PC02 Plus Postage.

Conducted state-wide in Pennsylvania, this study expands on several research studies of the quality of day care reported by Phillips (1987). Observations and evaluations were made of 149 randomly selected day care centers and family day care homes. The day care and family day care versions of the Child Development Program Evaluation Licensing Scale (CDPE), the Early Childhood Environmental Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS) were used. Findings indicated a significant difference between not-for-profit and for-profit day care centers. Day care centers scored significantly higher than family day care homes. Program compliance scores, as measured by the CDPE, and program quality, as measured by the ECERS and FDCRS, showed a strong curvilinear relationship. Rural programs scored significantly higher than urban programs on program quality measures. Although not-for-profit day care programs appeared to be of higher quality than for-profit programs, investigation is needed to determine why this difference in quality does not extend to agency-sponsored homes. Another issue needing further investigation is the drop-off in quality that occurs when centers go from substantial to full compliance with state day care regulations. Over 30 references are cited.

ED314170
Sword, Jeane, Ed. 1986. **Quality Programs for Children and Families: Multiple Perspectives.** (6th, Duluth, Minnesota, October 3-4, 1986). Duluth, MN: Minnesota Univ., Duluth. Dept. of Child and Family Development. 58p. EDRS Price - MF01/PC03 Plus Postage.

Presented are the keynote address and sectional presentations made at a conference on early childhood education. Speakers offered various

perspectives on high quality programs for children and families. The keynote address, given by Bettye Caldwell, concerned marketing quality programs for children, exploring internal and external deterrents, communicating with targeted market segments, formulating messages, and completing a plan of action. Sectional presentations concerned the role of the interactive videodisc in early childhood teacher education, the process of enhancing creativity in early childhood, the reciprocal link in work family systems, the process of informing parents about early writing, the challenge of working with fathers, practical principles and skills related to building self-esteem in children, development of preschool music programs, and parental singing during pregnancy and infancy as a way of developing positive bonding and the human intelligences. An index of presenters and their addresses is included.

ED313166
Monroe, Marian. 1989. **Evaluation of Purchased Day Care: Texas Department of Human Services Day Care Service Control Pilot Study, 1985 through 1989**. Austin, TX: Texas State Dept. of Human Services, Austin. 446p.; EDRS Price - MF01/PC18 Plus Postage.

This pilot study of facilities from which the Texas Department of Human Services (TDHS) purchased day care services gathered and analyzed data for use in developing day care service control standards by means of which the quality of purchased day care services could be systematically assessed. Random samples were selected from contract centers, broker centers, provider agreement centers, group day homes, provider agreement family day homes, contract family day homes, and broker family day homes. Although the TDHS had purchase arrangements with 1,220 facilities, actual samples included 507 centers, 6 group day homes, and 199 family day homes. Data included about 220 discrete items for family day homes and 500 discrete items for centers and group day homes. Questions asked were: (1) What are the operational characteristics of the facility? (2) How do facilities perform on generally accepted indicators of quality that have been written into service control standards? (3) By specified ages of children, how do centers and group day homes perform on measures of group size, daily activities, and physical environment? and (4) How does performance on measures of quality relate to the facility type, size, and purchase type? The report provides an introduction,

background, review of literature, discussion of methodology, findings, summary, discussion, and implications. Over 200 tables of data, measures, and other information are appended. About 100 references are cited.

ED313164
Nebraska State Dept. of Education. 1989. **Indicators of Quality: Guiding the Development and Improvement of Early Childhood Education Programs in Nebraska**. Lincoln, NB: Author. 31p. EDRS Price - MF01/PC02 Plus Postage.

These guidelines, which represent a standard of quality exceeding minimum licensing, approval, and accreditation requirements, were prepared for use by most types of public and private early childhood programs. Child care centers, early childhood special education programs, preschools, nursery schools, Head Start programs, kindergartens, and primary units will find them helpful. Guidelines have been grouped into seven major categories: Administration, Staffing, the Learning Environment, Health and Safety, Parent Involvement and Education, Use of Community Resources, and Evaluation of Program and Staff. In each category, a statement of ideals and a rationale are followed by indicators that identify characteristics of quality programs. Also provided is a checklist that administrators, teachers, parents, and others can use to determine the extent to which their program meets the guidelines. It is emphasized that the guidelines are not requirements; they only describe a model of program quality.

ED31415
Betsalel-Presser, Raquel; And Others. 1989. **Child Care Quality and Children's Transition to Kindergarten. Research Bulletins, 1989-90**, Vol. VIII, No. 009. Montreal, Quebec: Concordia Univ. Centre for Research in Human Development. 25p.; EDRS Price - MF01/PC01 Plus Postage.

This report investigates the relationship between child care quality and children's transition into kindergarten. It focuses on four issues: (1) the definition and measurement of child care quality in group settings; (2) the relationship between child care quality and child development; (3) the relationship between child care quality and transition to school; and (4) teachers' perceptions of the day care child's transition to kindergarten.

Transition from day care to kindergarten depends on the continuity among the environments that preschoolers are exposed to during childhood. High-quality day care experience may facilitate transition, while low-quality day care experience may prepare the child to anticipate a similar experience in kindergarten and thus give the child a negative attitude towards school learning. Includes a list of 38 references.

ED309867
Child Development Division. 1988. **Center-Based Preschool-Age Program Quality Review Instrument**. Sacramento, CA: California State Dept. of Education. 26p.; Report No: ISBN-0-8011-0763-6. available from: Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This revised Program Quality Review Instrument focuses on the evaluation of seven functional components of center-based, preschool-age child development programs in California. The components are: (1) philosophy, goals, and objectives; (2) administration; (3) assessment of child and family; (4) developmental programming; (5) parent education and involvement; (6) community resources and involvement; and (7) evaluation. The component on developmental programming has six areas for evaluation. Indicators and items for use in assessing program quality are specified within components. The instrument identifies the Child Development Division's expectations for program implementation. The instrument is intended for use not only in reviewing program quality, but also in self-review, as a teaching tool, and as a basis for planning program improvement. Verification of program quality is made through documentation, observation, and interviews. Programs are rated excellent, good, adequate, or inadequate; inadequate programs are required to submit a program improvement plan within 30 days of program review.

ED309866
Child Development Division. 1988. **Family Child Care Program Quality Review Instrument**. Sacramento, CA: California State Dept. of Education. 18p.; Report No: ISBN-0-8011-0764-4. available from: Bureau of Publications Sales, California State

Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This program quality review instrument was designed for use in determining the quality of California's family day care programs in terms of seven functional components. These components included: (1) philosophy, goals, and objectives; (2) administration; (3) identification of the child's and family's needs; (4) home environment; (5) parent education and involvement; (6) community resources and involvement; and (7) program evaluation. The instrument specified for each functional component indicators and items which reviewers could check depending on whether the requirements of the functional component had been met. Verification of the presence and effectiveness of an indicator or item was made through documentation, observation, interview, or a combination of these methods. The instrument used was also designed to be used in self-review, as a teaching tool, and as the basis of planning for program improvement. Programs were rated excellent, good, adequate, or inadequate; if rated inadequate, programs must submit an improvement plan within 30 days of the review.

ED309865
Child Development Division. 1988. **Infant and Toddler Program Quality Review Instrument**. Sacramento, CA: California State Dept. of Education. 31p.; Report No: ISBN-0-8011-0767-9. available from: Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This program quality review instrument for California's infant and toddler programs focuses on seven functional program components. Components include: (1) philosophy, goals, and objectives; (2) administration; (3) maintenance of a developmental profile on each infant and toddler; (4) provision of a developmental program; (5) parent education and involvement; (6) community resources and involvement; and (7) program evaluation. In assessing the developmental program, the review instrument focuses on the nature of the learning environment; the caregiver's influence on the environment; health, nutrition, language and

communication; and emotional, social, physical, cognitive, and creative development. Programs are assessed using indicators and items specified within the functional components, and are rated excellent, good, adequate, or inadequate. If inadequate, programs are required to submit a program improvement plan within 30 days of the program quality review.

ED308978
Fiene, Richard; Melnick, Steven A. 1989. **Licensure and Program Quality in Child Care and Early Childhood Programs**. 16p. Harrisburg, PA: Pennsylvania State Dept. of Public Welfare. EDRS Price - MF01/PC01 Plus Postage.

This study investigated the quality of day care in Pennsylvania. Observations and evaluations were made of 149 day care centers and family day care homes. Measures used included the Child Development Program Evaluation Licensing Scale--day care and family day care versions (CDPE), the Early Childhood Environment Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS). It was hypothesized that there would be: (1) no significant differences between nonprofit and profit centers; (2) no significant differences between agency-sponsored family day care homes and independent homes; (3) no significant differences between day care centers and family day care homes; (4) a positive relationship between CDPE licensing scores and ECERS scores; and (5) no significant differences between rural and urban day care centers and family day care homes. Findings confirmed hypothesis 2, but not hypotheses 1, 3, 4, and 5.

ED308973
Thomason, Nita. 1989. **A Study of Child Care in Richardson, Texas**. 16p.; EDRS Price - MF01/PC01 Plus Postage.

The League of Women Voters of Richardson, Texas, studied child care in their community. The focus of the 3-year study was three-fold: availability, quality, and affordability. The study was conducted in two phases. In the first phase, all licensed child care centers and preschools in the city were visited by trained teams of observers who completed a checklist on each center and asked center directors to complete a survey instrument requesting specific information about their centers. In the second phase, users of child care services were surveyed by telephone

concerning their perceptions of child care in Richardson. Findings revealed a disparity between the child care centers and the preschools in the areas of worker training and curriculum. The absence of programs for low-income families underlined a great disparity in access to programs serving children who lived near or below the poverty level.

ED308020
Whitebook, Marcy, Comp.; And Others. [1989]. **Working for Quality Child Care: An Early Childhood Education Text from the Child Care Employee Project**. Berkeley, CA: Child Care Employee Project. 228p.; available from: The Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($10.00). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This early childhood education text was designed to help students and child care staff become effective advocates for the improvement of quality, salaries, and working conditions in child care programs. Unit I provides literature on the issues affecting the child care field and focuses on strategies to improve salaries and working conditions. Articles on the teacher shortage, the impact of high staff turnover on children, and employer-supported child care contribute to a picture of current child care. Unit II covers: (1) state and federal labor laws; (2) substitutes and in-home caregivers; (3) strategies for improving relationships among staff and between parents and staff; (4) the special stresses of various kinds of child care; (5) the health and safety concerns of child care staff; and (6) unions. Unit III provides information on salary schedules, health coverage, and pension plans. Also considered are various center policies, such as those regarding personnel, substitute and volunteer procedures, and evaluation, and ways to implement these policies. An instructor's guide outlines learning objectives and offers suggestions for class discussion and activities for each part of each unit. Organizational and information resources are listed.

ED307966
Senate Committee on Labor and Human Resources. 1 Aug 1988. **Act for Better Child Care Services of 1988. Report from the Committee on Labor and Human Resources Together with Additional Views (To Accompany S. 1885)**. 100th Congress, 2nd Session. Washington, DC: Congress of the U.S. 100p.; Calendar

No. 906. Report No: Senate-R- 100-484. EDRS Price - MF01/PC04 Plus Postage.

The Act for Better Child Care Services of 1988, additional views of members of the United States Senate, and related materials are reported. The purpose of the Act is to increase the availability, affordability, and quality of child care throughout the nation. The legislation provides direct financial assistance to low-income and working families to help them find and afford quality child care services for their children. The act also contains provisions designed to enhance the quality and increase the supply of child care available to all parents, including those who receive no direct financial assistance under the act. The report also provides background information, rationale, and history of the legislation; a list of hearings on the bill; votes in committee; a cost estimate; and a regulatory impact statement. It is the view of the Committee on Labor and Human Resources that the Federal Government's most crucial role is to strengthen the child care infrastructure in the United States to improve the quality of services and make them more available and more affordable than they are at present.

ED305179
Granger, Robert C.; Marx, Elisabeth. 1988. **Who Is Teaching? Early Childhood Teachers in New York City's Publicly Funded Programs**. New York: Bank Street Coll. of Education. 104p. EDRS Price - MF01/PC05 Plus Postage.

New York City's publicly funded day care and Head Start systems are hindered by an inability to recruit and retain qualified teachers. Data supporting this conclusion came from a randomly drawn sample of 559 teachers working with 3- to 5-year-olds in New York City's early childhood programs. Teachers were surveyed by mail, and a subset of respondents was interviewed by telephone. Data collection was designed to permit a comparison among teachers in the public schools, publicly funded day care, and Head Start on demographic characteristics. Major findings indicated that: (1) as many as 42 percent of the teacher positions in publicly funded day care, and 33 percent of teacher positions in Head Start, are either vacant or turn over each year; (2) only 50 percent of teachers in publicly funded day care and Head Start meet the desired standard of full certification; (3) when teachers rate aspects of their jobs,

they are least satisfied with salary and professional prestige; (4) Head Start teachers are particularly dissatisfied with fringe benefits; (5) teachers rate improvements in status and compensation as the strategies most likely to improve the recruitment and retention of qualified staff; and (6) teachers rate themselves as more likely to shift to another classroom than to leave the profession. Policy recommendations are offered. Nearly 50 references are cited, and related materials are appended, including comparative tables on wages/benefits and credentials, as well as one version of the survey instrument.

ED305153
Council of Chief State School Officers 1988. **Early Childhood & Family Education: Foundations for Success**. Washington, DC, Author. 11p.; EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This policy statement focuses on educators' responsibility to provide programs that meet the needs of young children and their families. The statement is a call to action, urging the development of direct, creative, and expanded assistance that would not only help individual families, but would also be sound national policy. Listed are principles underlying recommended strategies. Strategies described include: (1) providing high-quality early childhood services to all children, with a concentration of public resources on programs for children at risk; (2) strengthening capacities of families; (3) assuring standards of quality for early childhood programs; and (4) collaborating to provide comprehensive services to young children and families. Concluding remarks assert that chief state school officers are ready to join with families, colleagues, policymakers, and the public to implement these strategies.

ED304238
Castro, Terry; And Others. 1988. **Child Care: Today's Challenge for Tomorrow. A Comprehensive Plan for the Growth and Development of Child Care in the State of New Jersey**. Trenton, NJ: New Jersey State Child Care Advisory Council. 179p.; EDRS Price - MF01/PC08 Plus Postage.

New Jersey's first comprehensive plan for the development of child care services is presented in this report. Section I offers an overview of

contemporary issues that are central to the provision of child care services. Issues include the status of child care in New Jersey and the concerns raised by parents, advocates, and providers in child care hearings and conferences, which began in 1984 and will continue to 2000. Contents focus on availability, affordability, and accessibility of services; quality of care; regulation and subsidization of the system; the profession of child care; parental role and responsibilities; and ways to meet the unique needs of families. Section II explains the seven findings and 43 recommendations which evolved from analysis of the material. Explicit strategies for implementation are outlined whenever possible. Discussion follows the sequence of issues presented in the first section. A child care plan fiscal summary for fiscal year 1989 is included. Section III offers conclusions. A total of 36 references are cited.

ED303263
Armga, Carol Joan. 1987. **Demographic and Professional Dimensions of Child Care Providers**. 124p.; Master's Thesis, Utah State University. Some pages in appendices contain small print. EDRS Price - MF01/PC05 Plus Postage.

Questionnaires completed by 226 child care providers in licensed child care centers in Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho were used to develop a demographic profile of current child care providers in the three states. The instrument assessed dimensions of professionalism in the day-to-day activities of child caregivers. Findings indicated that a demographic profile created by a cross-sectional sample of child care providers differed markedly from a profile created by a sample based on professional affiliation. Statistical analyses indicated that level of education significantly affected caregivers' sense of the extent of their knowledge about aspects of their work. Data further indicated that the interaction of education and length of employment as a caregiver significantly affected orientation to community. Only one-third of the workers had a degree at the baccalaureate or a higher level. Most did not belong to a professional organization. Less than half read professional journals. Discussion of findings focusses on the professional status of child care. Recommendations for enhancing the professional status of the field are offered. Over 50 references are cited. Related materials, such as the questionnaire, data collection protocol, and other data collection forms, are provided in 13 appendices.

ED303255

Jorde-Bloom, Paula. 1988. **The Training and Qualifications of Child Care Center Directors**. 28p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988). EDRS Price - MF01/PC02 Plus Postage.

This paper provides an overview of many issues related to the training and qualifications of early childhood center directors. The overview first covers competencies needed for effective center administration in the areas of: (1) organization and leadership; (2) child development and early childhood programming; (3) fiscal and legal issues; and (4) board, parent, and community relations. Subsequent discussion summarizes state regulations that govern minimum qualifications, and presents a profile of predominant characteristics of early childhood center directors. Also considered are the link between qualifications of directors and indices of program quality, and policy implications of increasing minimum qualifications. In addition, the paper provides a rationale for increasing the requisite skill and knowledge base of center directors, and details the economic and social ramifications of implementing such policies. It is concluded that the manner in which states respond will not only affect the quality of program services provided in the future, but also the ability of the field to attract and retain competent and dedicated professionals.

ED303242

Currie, Charlotte E. 1988. **Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds**. Research Report. 17p.; EDRS Price - MF01/PC01 Plus Postage.

Examined are proposals for full-day kindergarten (FDK) and arguments for kindergarten entrance at 4 years of age. Discussion explores possible advantages and disadvantages of FDK and reports on expert opinion regarding full-day programs. Arguments for and cautions against the enrollment of 4-year-olds in public schools are reviewed. Concluding remarks contrast quantity and quality in kindergarten programs. It is asserted that regardless of whether kindergarten children begin school at 4 or 5 years of age, or whether the time allotted to the kindergarten day

consists of full or half days, in the long run, the quality of the program must be the primary concern.

ED303241
Wardle, Francis. [1988]. **Ideas for Infant and Toddler Environments**. 13p.; EDRS Price - MF01/PC01 Plus Postage.

Characteristics of a good institutional child care environment are briefly described. Discussion contrasts institutional and home environments. Topics addressed include safety, cleanliness, order, size and age appropriateness of equipment, and softness of surfaces. Also included are suggestions for using color schemes that create a sense of unity, uniformity, and calmness, and for facilitating communication with parents, children, and staff. Concluding remarks center on reducing classroom clutter and providing adequate storage. The discussion emphasizes the importance of the use of objective evaluation to obtain a clear idea of the environment's condition.

ED301315
Mainini, Charles S.; Lindauer, Shelley L. Knudsen. 1988. **A Handbook for Prospective Child Care Providers on How To Establish a Center and Maintain High Standards of Quality**. Logan, UT: Utah State University, Dept. of Family and Human Development. 107p.; EDRS Price - MF01/PC05 Plus Postage.

This handbook serves as a guide for novice day care administrators and owners who want to establish a center, and for experienced providers who want to improve the quality of their programs. Information in the handbook was obtained through a survey of accredited centers. The three sections of the guide focus on child care in the 1980s, establishment of a child care center, and quality in the child care setting. Five chapters in section one provide an introduction, followed by discussions of effects of substitute child care, components of a high quality center, the project to obtain information from 24 centers in western states that were accredited by the National Academy of Early Childhood Programs, and the project methodology. Three chapters in section two focus on preliminary decisions, educational philosophy, and staffing concerns. The single chapter in section three deals with improving the quality of programming. A total of 14 pages of references and bibliographic citations are provided,

along with appended related materials, including the questionnaire that was used to gather information for the project.

ED300115
Honig, Alice Sterling. 1988. **Quality Infant/Toddler Caregiving.** 6p.; Paper presented at the National Conference of the Australian Early Childhood Association (Canberra, Australia, September 1988). EDRS Price - MF01/PC01 Plus Postage.

Caregiver-infant interactions in the first years of a child's life provide models and shape patterns of responding that can have consequences throughout the life-span. Research and practice have produced knowledge about the sensitivity of outcomes to characteristics of the infant nurturing situation. Infant caregivers should accept babies' need for sensuous stimulation and intimate relationships. The curriculum for infant caregiving should be embedded in the innumerable daily acts of caring that allow infants' bodies to settle into easy rhythms. Sensorimotor skill building, and, later, preoperational skill building should be done in a sensitive manner so that infants and toddlers are lured, not pushed, into learnings. Language richness should permeate a baby's day. The infant or toddler's environment must provide safe places for the infants to run, crawl, and gallop about. Discipline in infant caregiving requires that conditions be arranged so that babies are kept as comfortable as possible. Discipline for toddlers may involve arranging the environment so that no-nos are infrequent. To provide an optimal developmental situation for each child, caregivers should hone their "noticing skills" to detect the ways in which each early learner markedly differs from others.

ED296809
Willer, Barbara. 1987. **Quality or Affordability: Trade-Offs for Early Childhood Programs? ERIC Digest.** Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. 3p.; EDRS Price - MF01/PC01 Plus Postage.

The demand for child care services in the United States continues to grow, stretching the levels of program quality to the limit. In fact, the country is facing a crisis in child care. Affordable child care continues to be a major issue for many families. Solutions to the current crisis in child care must, in addition to insuring affordability, assure (1) the quality of

programs; (2) adequate compensation for teachers; and (3) availability to all families. Many families are unable to afford the cost of child care; subsidies to these families would allow them access to quality programs. To fight the problem of high turnover rate among child care workers, substantial increases in wages and benefits are necessary. Licensing of early childhood programs is another important issue, and parents need to work with states to monitor program quality without hindering availability. An integrated approach to dealing with the day care crisis is essential; there can be no trade-offs between quality and affordability.

ED295730
House Committee on Government Operations. 11 Sep 1987. **Meeting the Need for Child Care: Problems and Progress.** Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session. Washington, DC: Congress of the U. S. 277p.; available from: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-036-74-1, $8.50). EDRS Price - MF01/PC12 Plus Postage.

A hearing was held to identify problems and assess progress in the provision of affordable, high quality child care. Testimony concerned: (1) problems working parents have had in providing care for their young children; (2) day care initiatives and needs in California; (3) ways in which San Mateo County used its housing and community development funds; (4) social programs developed in San Mateo County which addressed major human service problems and provided child care for latchkey children; (5) private and public sector initiatives in providing day care services and recommendations for future efforts; (6) the San Mateo Central Labor Council child care policies; (7) the impact of inadequately funded day care and child development programs on the public schools; (8) the year-long quest for a center site by Apple Computer, Inc.; (9) ways of fostering federal and state cooperation in meeting child care and developmental needs of California's preschoolers; (10) problems and needs of family day care providers; (11) the implementation of a center in a federal workplace; (12) characteristics of California's child care resource and referral network; (13) problems facing day care providers and the implications for program quality; (14) legal issues child care providers

face; (15) California's regulatory program for child care services; (16) employment trends and their relation to workers' child care needs; (17) child care issues affecting blacks; and (18) child care initiatives of the David and Lucile Packard Foundation.

ED292546
Child Care Centers in Park Settings. Child Care Management Resources.; Elicker (John B.) Architects, Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD. Oct 1987. 160p.; For related documents, see PS 017 217-218.available from: Maryland-National Capital Park and Planning Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 ($5.00). EDRS Price - MF01/PC07 Plus Postage.

One of three studies of child care which addressed a variety of planning and site planning issues of concern to the Montgomery County Planning Board in Silver Spring, Maryland, this study reports findings related to the location of child care facilities in park settings. Principal purposes of the study were to: (1) analyze the community impact of child care centers operating in recreation or community buildings, schools, and modulars in park or park-like settings; (2) evaluate site planning factors for child care centers in park settings; (3) suggest site planning guidelines; and (4) discuss the planning and land use implications of child care centers in existing buildings or modulars in park settings. Surveys were made of center operators, neighbors of centers, and parent transportation practices and attitudes. Traffic and parking patterns at centers, and physical characteristics of sites, were assessed. The suitability of various types of parks for child care facilities was evaluated. Eleven general classifications of Montgomery County parks were briefly described and evaluated for their general suitability for child care centers. Several site plan sketches are included and related materials, such as survey instruments and tables of data are appended.

ED289586
Honig, Alice S. 1987. **Choosing a Quality Child Care Center: Help for Parents.** 14p.; EDRS Price - MF01/PC01 Plus Postage.

A 20-item checklist is provided for parents assessing the quality of day care programs. Items include the following: (1) caregivers nourish children

with body snuggling; (2) caregivers arrange safe, interesting learning experiences; (3) caregivers are keen observers; (4) child health and safety needs are met; (5) teachers encourage competency; (6) language games and book reading are daily activities for all ages; (7) caregivers know how to recognize "the teachable moment" and use it; (8) caregivers are sensitive to the rhythms and tempos of each child; (9) lots of sturdy toys and equipment are available; (10) music, art, and drama activities are appreciated and offered to children; (11) adults have sufficient energy for working with little children; (12) curriculum and program are planned and plans are available; (13) the program is flexible; (14) caregivers are positive role models; (15) parents are considered partners of the center, not nuisances; (16) caregivers are good "matchmakers" and "dance developmental ladders" well; (17) the child-care facility is tuned into community resources; (18) caregivers continue to learn about child development; (19) caregivers know and use a lot of positive discipline techniques; and, (20) the environment feels happy. A brief explanation of each item is provided.

ED288635
Siska, Heather Smith. 1985. **Health and Safety in the Preschool. Together for Children: Cooperative Preschools**. India-napolis, IN: Parent Cooperative Preschools International. 32p.; Printed on colored paper. EDRS Price - MF01/PC02 Plus Postage.

The intent of this manual is to present health and safety standards and procedures for the special environment of cooperative preschools, where both teacher-supervisors and parents are present and responsible for the well-being of the children. After a brief discussion about meeting environmental standards, child health is investigated in terms of general considerations, immunization, exceptional children, consultants, allergies and medications, and unusual circumstances. Child illness is subsequently discussed in terms of general considerations, communicable diseases, and recuperation. Health and illness of teacher-supervisors and parents are also discussed. Concluding the discussion of health are sections on exposure of children to good health habits; pets in the classroom; and parent education. Safety is considered in terms of principles, legal responsibilities, insurance coverage, and, extensively, safety standards. Standards concern supervision; conduct of children; indoor and outdoor facilities; equipment and its use; clothing; food; harmful supplies; pets; transporting children;

parking lots; accidents; fire; civil defense; and parent education. Appendices provide a guide to constructing a first aid kit; a list of recommended texts on basic first aid; and a reprint of an article concerning preparation for accidental injuries.

ED288625
Honig, Alice Sterling. 1987. **Quality Infant/Toddler Caregiving: Are There Magic Recipes**? 15p.; Paper presented at a Teacher Conference of the Lomas and Nettleton Child Care Center (Dallas, TX, September 25, 1987). EDRS Price - MF01/PC01 Plus Postage.

A survey of research findings on environmental and person variables provides clues as to what is required in a high quality infant-toddler program. One of the most important components of such a program is a loving, responsive caregiver. Research has shown that there are specific adult qualities that nurture the roots of intellectual competence, cooperative interactions, and resilience in coping with stress. Some of these qualities are: (1) tender, careful holding; (2) the ability to provide feedings that respect individual tempos; (3) accurate interpretation of, and prompt attention to, distress signals; (4) provision of opportunities and freedom to explore toys on the floor; and (5) the ability to give babies control over social interactions. In addition, opportunities for language interchanges and turn-taking talk are important in promoting optimal development. Adults also need to understand infant developmental levels and sensorimotor states when planning environments for infants and toddlers. Optimal nutrition and preventive health care are also important aspects of a quality program. Finally, adults should be aware of the importance they have as rule-givers and role models. Adults can encourage prosocial, altruistic behaviors in children by their own actions and by the way in which they handle conflicts. Quality infant-toddler programs can have a positive effect on the facilitation of cognitive and social development in very young children.

ED287565
Willer, Barbara A. 1987. **The Growing Crisis in Child Care: Quality, Compensation, and Affordability in Early Childhood Programs**. 52p.; available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 10009 ($5.00). Document Not Available EDRS.

This document examines the three basic needs that are currently causing a crisis in child care, namely, the needs for (1) quality programs for children; (2) adequate compensation for teachers; and (3) affordable services for families. The problems of recruitment and retention of staff and funding for child care programs are discussed. Strategies to address the needs involved with child care programs are considered. These include: (1) educating the public and the funders; (2) getting more money into the child care system; and (3) using available financial resources to their utmost advantage. A list of resources designed to provide assistance in the implementation of strategies is included.

ED286625
Massachusetts Governor's Office. 1987. **Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative**. Boston, MA: Author. 89p.; Photographs may not reproduce clearly. EDRS Price - MF01/PC04 Plus Postage.

The four sections of this final report, which follow the initial executive summary, present outcomes of Massachusetts' 2-year effort to strengthen and expand high quality, affordable day care services. Section I focuses on the supply of and demand for day care services in the state. Section II explores aspects of public and private partnerships, ways cities and towns can support day care, the role of public schools in providing day care, the Commonwealth as employer, and the establishment of child care resource and referral agencies. Section III discusses resource and referral services for parents and providers, state training initiatives, improved wages for day care workers, staff qualifications and day care center regulations, the process of improving health awareness in day care, the strengthening of family day care, regulations for school-age child care, and liability insurance. Section IV concerns the cost of high quality care, the central role of child care in the success of the Employment and Training CHOICES program for recipients of public aid, subsidized day care for working families, and aspects of the development of new partnerships for affordable day care. Related materials, including lists of individuals involved in the initiative, diagrams of the state government's role in day care in 1987, and a table indicating state spending for day care from 1985 through 1987, are appended.

ED284656
Vandell, Deborah Lowe; And Others. 1987. **A Follow-Up Study of Children in Excellent, Moderate, and Poor Quality Day Care**. 30p.; An abbreviated version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). EDRS Price - MF01/PC02 Plus Postage.

Twenty 4-year-olds were observed during free play at excellent, moderate, and poor quality day care centers. The children were observed again at eight years as they participated in triadic play sessions. Parental, peer, and self-ratings were also obtained. Significant continuity between the children's day care experiences and their functioning at eight years was found. Time spent in positive interactions with adults at four years (which was more common in excellent quality programs) was positively related to ratings of empathy, social competence, and social acceptance at eight years, while time spent in unoccupied behaviors at four years (which was more common in poorer quality programs) was negatively associated with ratings of empathy, conflict negotiation, and social competence at eight years. Significant differences in the children at eight years were associated with prior day care experience.

ED283613 Holloway, Susan D.; Reichhart-Erickson, Marina. 1987. **The Relationship of Day Care Quality to Children's Free Play Behavior and Social Problem Solving Skills**. 40p.; EDRS Price - MF01/PC02 Plus Postage.

A total of 55 children attending 15 day care centers and nursery schools participated in an investigation of the relationship of day care quality to 4-year-old children's activities during free play and to their knowledge of social problem solving. The study also considered the extent to which social class mediated relationships between variables. Day care quality indicators included quality of interaction with teachers, arrangement of the physical space, spaciousness of the environment, appropriateness and variety of the materials provided for play, quality of the outdoor area, group size, and child-teacher ratio. Social problem solving was assessed using a social reasoning procedure adapted from that developed by Spivack and Shure (1974). Children's answers to a social dilemma were coded using Rubin's (1981) categories of prosocial and antisocial responses. A

measure of social class was formed by summing mother's and father's education and occupation levels. Relationships were found between dimensions of environmental quality and children's absorption in solitary play and knowledge of social problem solving. Most of these relationships held up after the effects of social class were statistically removed.

ED277471
Snow, Catherine, Ed. 1986. **Special Report of the Governor's Task Force on Day Care**. Nashville, TN: Tennessee Governor's Task Force on Day Care. 63p.; Photographs may not reproduce well. EDRS Price - MF01/PC03 Plus Postage.

In response to the growing need for day care in Tennessee, the Governor's Task Force on Day Care was appointed to encourage the development of more and better day care opportunities for the children of working parents. Three committees were established to develop recommendations. The Access to Day Care Committee identified the types of day care in short supply and recommended ways to improve the availability and accessibility of care. The Quality of Day Care Committee examined issues related to quality including parent involvement, provider training, and standards of care; and developed recommendations on ways to improve the quality of day care. The Employer Support for Day Care Committee developed ways to encourage more awareness about day care among employers and more support for day care in industry and small business. Following an executive summary and introduction to the report, day care services in Tennessee are described in terms of availability and type of day care, and the role of the state government. Then, each committee's recommendations are presented, along with general background information, findings, and supporting material. The specific agencies and groups responsible for the implementation of the recommendations are indicated in the appendices. Agency, department, and staff liaison to the task force are also listed in the appendices.

ED275434
Adlin, Sheryl. 1985. **The Governor's Day Care Partnership Project. Final Report**. Massachusetts Governor's Office, Boston. 46p.; EDRS Price - MF01/PC02 Plus Postage.

Constituting a comprehensive child care policy, 30 recommendations are presented with an aim to increase the supply of affordable, high quality day care in Massachusetts. "Quality," defined as "services meeting children's developmental needs," is the critical component and underlying theme of each recommendation. This document provides an executive summary of 17 major recommendations, a list of individuals participating in the development of the recommendations, and the complete report. The recommendations form the foundation and framework for the development of a strong community-based delivery system supported by public/private partnerships. Introductory sections discuss the need for affordable, high quality day care in terms of family economic self-sufficiency, continued economic growth, the importance of quality, the lack of supply, and the state government's role. To illustrate a possible outcome of the policy, day care as envisioned in 1989 in one Massachusetts community is briefly described. The major portion of the report delineates the day care recommendations, accompanying rationale, and guidelines for implementation in four sections concerned with resource development, quality, affordability, and policy coordination and implementation. Appended are recommendations for the implementation of a comprehensive training model and changes in licensing regulations regarding center staff and family day care provider qualifications.

ED275402
Katz, Lilian G. 1986. **Professionalism, Child Development, and Dissemination: Three Papers**. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. 81p.; EDRS Price - MF01/PC04 Plus Postage.

Three papers have been collected dealing with basic aspects of early childhood education: professionalism, child development, and knowledge dissemination. The first paper, "The Nature of Professions: Where Is Early Childhood Education?" applies eight main features of the concept of a profession to the current state of the art of early childhood education including social necessity, altruism, autonomy, a code of ethics, distance from clients, standards of practice, prolonged training, and specialized knowledge. The second paper, "Current Perspectives on Child Development," highlights aspects of development that seem to have fairly clear implications for pedagogical and curriculum decisions. Topics are presented in the form of broad general principles that seem to apply to

many aspects of child growth and behavior: optimum influences; the recursive cycle of development; and the development of dispositions, particularly the disposition to become interested and motivated to learn. The third paper, "Issues in the Dissemination of Child Development Knowledge," describes five issues related to the dissemination of information in general as well as information about child development in particular. Issues are related to the information flow; the conceptual scope of the ideas presented; the vividness of the presentation; the timeliness of concepts; and the orientations to knowledge characteristic of the scientists and practitioners involved in the information dissemination.

ED273385
Howes, Carollee. 1986. **Quality Indicators for Infant-Toddler Child Care**. 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). EDRS Price - MF01/PC01 Plus Postage.

A study compared child care centers determined to be of high quality and low quality along three established indicators of quality: good adult/child ratio, caregiver continuity, and caregiver training in child development. The centers were all community centers who enrolled full tuition parents. Eighty-nine families with children aged 18, 24, 30, and 36 months participated in the study. The research team spent a year observing each center. Their observations revealed additional differences in high versus low quality child care centers. In the high quality centers, parents were involved in the day-to-day life of the center, children were more likely to be self-regulated, parents were invested in their child's compliance both at home and in the center, and parents were less stressful and more satisfied with their child care. The findings suggest that not only do good things within child care go together but that working parents who have less stressful lives and are more competent and confident in their parenting are more likely to be associated with high quality than low quality child care.

ED270222
Zimiles, Herbert. 1986. **Rethinking the Role of Research: New Issues and Lingering Doubts in an Era of Expanding Preschool Education**. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. 35p.; EDRS Price - MF01/PC02 Plus Postage.

Changing ideas about the role of early education increasingly point toward universal preschool education for all children. Early education has come to serve many purposes but, as it expands, there is danger that the particular needs of young children will be overlooked by both professionals and parents. This essay underlines the vulnerability of young children and calls attention to the lifelong consequences of preschool experiences. Examining issues concerning the long term effects of preschool experiences, the discussion suggests that the value of early education will vary as a function of a matrix of factors including program quality, the vulnerability of individual children, and family needs. Additionally, the achievements and limitations of evaluation research are described within the context of possible deleterious effects of preschool education. Emphasis is given to the importance of developing ideographic methods of study to achieve more valid assessments of children's response to early education. It is suggested that more time be devoted to understanding the effects of substitute child care on parental attitudes and behavior and to delineating and documenting the damaging consequences of poorly run early childhood programs.

ED267911
New York City Office of the Mayor. 1986. **Take a Giant Step: An Equal Start in Education for All New York City Four-Year-Olds. Final Report of the Early Childhood Education Commission**. New York: Author. 280p.; EDRS Price - MF01/PC12 Plus Postage.

In July of 1985, Edward Koch, the Mayor of the City of New York, appointed a Commission to develop recommendations for beginning the phased implementation of universally-available preschool education for 4-year-olds beginning in September, 1986. This report constitutes the Commission's reply to the Mayor's request. Chapter 1 presents 10 recommendations with rationales and key supporting data. Chapter 2 describes and interprets the national and local research on the outcomes of preschool education and explains why the research supports the Mayor's proposal. Chapter 3 details the demographics and the enrollment patterns of the city's 4-year-olds. Chapter 4 provides a description of the three delivery systems that currently provide preschool educational programs, including legislative and funding history; a program model; eligibility criteria; funding sources and levels; staff qualifications and training

provisions; and monitoring and evaluation provisions. Chapter 5 lays out the nine essential program components and associated rationales believed essential to accomplishing the goals of the program. Chapter 6 provides a guide on how recommendations might be implemented in the program's first year. Chapter 7 concludes by presenting the proposed budget necessary for program implementation. Nine pages of references are included; appended materials describe Department of Parks and Recreation preschool programs and chart early childhood program components.

ED264952
National Association for the Education of Young Children. 1985. **Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions. Position Statement of the National Association for the Education of Young Children.** Washington, DC, Author. 19p.; available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #210, $3.00; Discount on quantity orders). Document Not Available from EDRS.

The purpose of these guidelines is to establish a standard for the associate degree in early childhood education to prepare individuals for positions working with young children. As such, the guidelines represent a consensus by the early childhood profession on the basic core of educational and professional preparation that an associate degree represents and reflects the current state of professional knowledge and experience. After an introduction describing how the guidelines were developed and defining terms, program objectives and standards are specified for nine components. Components concern curriculum, instructional methods, human and material resources, faculty qualifications, professional relationships, cultural diversity, student services, administrative structure, and the evaluation of student performance and program effectiveness. Concluding pages list sources used in developing the guidelines and provide information about the National Association for the Education of Young Children.

ED264944
Morgan, Gwen; And Others. 1985. **Quality in Early Childhood Programs: Four Perspectives. High/ Scope Early Childhood**

Policy Papers, No. 3. Ypsilanti, MI: High/Scope Educational Research Foundation. 72p.; For related documents, see ED262902 - ED262903 and PS 015 509. available from: High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This policy paper includes four perspectives on educational quality presented at the 1983 annual meeting of the National Association for the Education of Young Children. Gwen Morgan considers the role of government, raising questions about what regulatory agencies should do, can do, and cannot do in the light of public attitudes. Ways that practitioners can provide high quality and developmentally appropriate services are the focus of Nancy Curry's presentation, while the process by which parents/consumers can be helped to better choose among the options provided is discussed by Richard Endsley and Marilyn Bradbard. Finally, suggestions for ways researchers can best contribute to the field's knowledge about the determinants of good quality early childhood experiences are presented by Hakim Rashid. In an introductory overview, the main points raised in each of the presentations are briefly summarized; the concluding section synthesizes ideas and recurring themes that can serve as useful guides to the reader. Included is a definition of quality espoused by the High/Scope Foundation which has three integral components: (1) a developmentally based curriculum, (2) staff training and supervision, and (3) ongoing evaluation.

ED264046
Ericson, B. Kay; Richardson, Beverlee. 1985. **High Quality Child Care: How to Identify**. 10p.; Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1986). EDRS Price - MF01/PC01 Plus Postage.

The purpose of this article is to aid parents in selecting high quality child care. A systematic method for identifying high quality child care focuses on three major program areas: the physical, learning, and teaching environments. The discussion helps parents become aware of appropriate questions about the physical environment, become familiar with the components of a learning environment which includes children's activities, and gain an understanding of the importance of trained, qualified staff. An

accompanying checklist provides parents with a framework for identifying high quality child care.

ED264015
Cook, Jackqueline T. 1985. **Child Daycare**. 136p.; available from: Edmunds Enterprises, P.O. Box 14471, Oakland, CA 94614 ($8.95 plus $1.50 shipping and handling. California residents add 6.5 percent sales tax). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Based on the thesis that the absence of adequate child care resources in the United States presents a crisis not only for the child but for the parent, the employer, and society as a whole, this book provides an overview of that crisis in child day care. Part 1 briefly indicates the dimensions of the crisis; discusses the historical antecedents of the crisis, from early industrialization in England to the impacts of the New Federalism in the United States; and focuses on socioeconomic factors bearing on the crisis. Part 2 describes some of the major components of the informal child day care delivery system and gives a few examples of the types of programs in operation, including centers, Mom and Pop programs, corporate child care, work-site programs, military programs, family day care homes, parent cooperatives, and school-age care. Characteristics of child day care services are pointed out. Part 3 focuses on policy and program issues--the economics of child day care, regulations and standards, the delivery system, research, policy boards, and, very briefly, related global issues. Part 4 centers on solutions, such as strengthening existing services, information and referral, expanding services, decreasing the need for services, and, extensively, resource mobilization. Appended is a list of national organizations supportive to child advocacy.

ED264009
Ad Hoc Day Care Coalition. 1985. **The Crisis in Infant and Toddler Child Care**. Washington, DC, Author. 25p.; available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, Washington, DC 20009 ($2.50). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Unprecedented increases in the labor force participation of mothers with children below the age of 3 years, a largely unmonitored supply of

out-of-home child care for infants and toddlers which has not kept up with the demand, and the potential for serious developmental damage to children who do not get adequate, individualized care in the earliest years of life have combined to produce a child care crisis for millions of infants and toddlers and their working parents in this country. This report provides information about: the changing demographics of working parents with infants; existing child care arrangements; the unmet demand for infant and toddler child care; the care infants and toddlers need; qualities of a competent caregiver for infants and toddlers; measures of quality; the regulation of quality care; the high cost of high quality care; goals for a better infant and toddler child care policy; and strategies for implementing such goals.

ED262872
Fried, Mindy; O'Reilly, Elaine. 1985. **How Does Your Community Grow? Planting Seeds for Quality Day Care. A Citizen Action Manual**. Boston, MA: Massachusetts State Office for Children. 102p.; available from: Massachusetts Office for Children, 150 Causeway Street, Boston, MA 02114 ($5.95, plus $2.00 shipping). EDRS Price - MF01/PC05 Plus Postage.

This manual, which presents the principles and steps involved in the two-year Citizen Involvement for Day Care Quality Project in Massachusetts, serves as a guide for developing a citizen network to address the need for quality day care. The Project was housed by the Office for Children (OFC), the state agency which licenses and monitors all day care facilities in Massachusetts, and funded by the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families. Each chapter describes a component of the Project, including an overview of its beginnings and accomplishments. Then key principles and specific tips are extrapolated. These tips can apply to other contexts, such as volunteer recruitment and training, skill building, designing written materials, conflict resolution, designing and running successful meetings, and coalition building. Throughout the manual case examples illustrating technical skills and theoretical principles are introduced to show the complexity of the issues. In addition, users are encouraged to apply the techniques and principles to other issues and situations unique to day care needs in other states and communities. Specific chapters cover: the day care system in Massachusetts and its state

agencies; citizen action: basic principles and strategies of the project; recruitment; improving day care quality; employer-supported day care; revising state standards; lobbying and policymaking; computerized resource services; project evaluation; and resources for evaluation of day care centers.

ED262865
Swick, Kevin J., Ed.; Castle, Kathryn, Ed. 1985. **Acting on What We Know: Guidelines for Developing Effective Programs for Young Children**. Little Rock, AR: Southern Association on Children Under Six. 107p.; EDRS Price - MF01/PC05 Plus Postage.

Various components of quality early childhood programs are detailed in the papers contained in this book. In the opening chapter, Mildred Dickerson and Martha Ross assess the current status of child care in the United States. Milly Cowles, in a chapter on curriculum, outlines the essential components of effective early childhood programs. Mac Brown reaffirms the value of play as an important ingredient of programming and identifies characteristics of quality programs. Kevin Swick points out the importance of involving parents in programs for children and suggests ways of increasing parent involvement. Kathryn Castle calls for developmentally appropriate programs which support the natural growth of children and offers recommendations for attaining this type of program. Margaret Puckett addresses the issue of expectations in the early childhood profession and emphasizes the importance of adhering to high standards. In a chapter on teacher competence, Michael Davis and Kevin Swick describe what is known about effective teaching and draw implications for educating teachers of young children. Hakim Rashid offers guidelines for assisting institutions in evaluating their multicultural components and discusses implications for teacher and parent education. Joseph Rotter summarizes the effects of too much stress in children's lives and indicates what can be done to help children cope. Finally, Michael Hanes explores the impact of technological change on the education of young children.

ED258731
Clarke-Stewart, Alison. 1985. **What Day Care Forms and Features Mean for Children's Development**. 14p.; Paper presented at the Meeting of the American Association for the

Advancement of Science (Los Angeles, CA, May 26-31, 1985). EDRS Price - MF01/PC01 Plus Postage.

A sample of 80 families with a 2- or 3-year-old child in day care in one of four popular forms (baby sitter in the child's own home, family day care, part-time nursery program, and full-time day care center program) participated in a study of the effects of forms of care on children's development. Parents and caretakers were interviewed, and observations were made of children's physical and social environments. Findings of these investigations revealed differences in the quality of life provided by the different forms of care. Each child was then observed in and out of the home setting and was administered standardized tests. Data suggested eight measures reflecting developmental competencies: autonomy, social reciprocity with mother, social knowledge, sociability with adult stranger, sociability with an unfamiliar peer, negative behavior to peer, social competence at home, and cognitive ability. Different day care forms were found to be associated with patterns of competence in the children exposed to them. For example, the educational orientation of the nursery school was reflected in advanced cognition and adult-oriented competence, whereas children with untrained sitters in their own home excelled in no domain of competence. Relationships in the data were further analyzed to explore how behavior of individual children was related to features of in-home and center programs. Evidence was found that, while day care programs had some direct effects on development, they clearly were not operating alone.

ED255291
Children's Services Monitoring Transfer Consortium. 1985. **Generic Checklist for Day Care Monitoring**. Washington, DC: Gibson-Hunt Associates. 13p.; EDRS Price - MF01/PC01 Plus Postage.

This guide presents the results of research on day care monitoring methods conducted by the Children's Services Monitoring Transfer Consortium. It suggests a set of generic predictor items that can be used to monitor day care providers' compliance with standards. The predictor items are at the licensing or minimal compliance level and have been found to be consistently significant predictors. The checklist covers the following areas in a child care program: administration, staff qualifications, environmental

safety, health, and nutrition. The selected items also appear to have high face validity when compared with national day care standards. Information about the checklist is presented in two sections. The first section lists and discusses the items that research shows to be generic indicators of compliance with day care standards. The second section suggests ways for using the generic items in a monitoring program. In addition, an appendix briefly discusses related research and provides guidance for obtaining further information.

ED255290
Kontos, Susan; Fiene, Richard. 1985. **Penn State/OCYF Day Care Project: Final Report of a Pilot Study**. 17p. University Park, PA: Pennsylvania State University. EDRS Price - MF01/PC01 Plus Postage.

In Pennsylvania compliance with state health and safety regulations for day care center licensing is monitored by administering the Child Development Program Evaluation (CDPE). This pilot study attempted to discover key indicators of day care center quality other than those measured on the CDPE and also to find out about the relationships between these quality indicators and child development. Ten day care centers were assessed using the CDPE and two other measures, the Early Childhood Environmental Rating Scale (ECERS) and the Caregiver Observation Form and Scale. Results indicated that nonprofit centers had higher scores on the two measures of quality than profit centers. However, children who attended profit centers had higher socioeconomic status and higher scores for cognitive, language, and social development. After a certain level of state compliance, program quality scores were found to fall as state compliance scores rose. A hierarchical multiple regression analysis to determine the predictors of child development revealed only one small effect for program quality. Ten items from the ECERS were found to be good predictors of overall program quality. It was concluded that compliance with state regulations is not an indicator of program quality, and that a comprehensive, state-wide study of day care quality should obtain separate samples of profit and nonprofit centers, should include lower and middle class children from each center, and should explore funding as a factor in day care quality.

ERIC Journal Articles

Early Childhood Certification. A Position Paper of the Association of Teacher Educators and the National Association for the Education of Young Children. (Adopted July-August 1991). 1992. *Action in Teacher Education*, 14(1), 62-69. EJ450871

Presents guidelines regarding certification standards for early childhood education teachers. Describes six areas in which certified teachers must demonstrate knowledge, ability, values, and attitudes, according to the Association of Teacher Educators and the National Association for the Education of Young Children.

Powell, Irene; Cosgrove, James. 1992. Quality and Cost in Early Childhood Education. *Journal of Human Resources*, 27(3), 472-84. EJ446852

Flexible-form cost functions estimated from survey data (205 responses from 265 day care centers) found that decreasing child/staff ratio by 1 child increases costs 3.4 percent. Staff turnover, educational level, and experience also had significant effects on cost.

Carter, Margie. 1992. Evaluating Staff Performance. *Child Care Information Exchange*, 85, 5-8. EJ446300

Presents a checklist that early childhood program directors can use to evaluate staff performance. The checklist enumerates positive behaviors in the areas of general work habits; attitudes and skills with children, parents, classes, and co-workers; and professional development.

Fischer, Jan Lockwood; Krause Eheart, Brenda. 1991. Family Day Care: A Theoretical Basis for Improving Quality. *Early Childhood Research Quarterly*, 6,(4), 549-63. EJ441878

Providers' demographic characteristics, training, support networks, business practices, and stability of services were examined relative to their caregiving practices. Results from a schematic model approach suggest correlations between some of these factors and variances in ratings of caregiver practices.

Bryant, Donna M.; And Others. 1991. Best Practices for Beginners: Developmental Appropriateness in Kindergarten. *American Educational Research Journal*, 28(4), 783-803. EJ438611

The extent of developmentally appropriate practices was studied in 103 kindergarten classrooms across North Carolina. Ninety-three teachers and 93 principals were also surveyed to determine predictors of classroom quality. Only 20 percent of the classes met criteria for developmental appropriateness, and quality was predictable from teacher and principal replies.

Field, Tiffany. 1991. Quality Infant Day-Care and Grade School Behavior and Performance. *Child Development*, 62(4), 863-70. EJ436394

Relations between attendance in stable high quality day care programs and grade school behavior and performance were determined in two studies of elementary school children. Found that time in quality infant care was significantly related to positive social behavior and higher academic achievement.

Strickland, James. 1991. All Centers Great and Small: The Impact of Size on Center Management. *Child Care Information Exchange*, (79), May-Jun, 14-18. EJ433402

Discusses the impact of day care center size on quality of care and center management. Large centers can be more resilient but can also be susceptible to mediocrity. Small centers may be safer, but less flexible. The ability of administrators to match interests with duties will vary with center size.

McLeod, Anita R. 1991. Communicate with Infants and their Parents. Child Care. *Dimensions*, 19(4), Summer, 17-19. EJ431709

Discusses the need for communication between parents, caregivers, and infants in high quality caregiving. Emphasizes the importance of a developmentally appropriate program. Addresses primary caregiving in

terms of the overall care and nurture of a small group of infants. Discusses methods of reporting and assessment used by caregivers.

Bradbard, Marilyn R.; Endsley, Richard C. 1991. Six Myths about Child Care. *Dimensions*, 19(4), 9-14. EJ431708

Presents six myths about early childhood education and care. Myths concern day care quality, the impact of day care on families and communities, academically oriented curricula, the importance of caregiver training, and parent involvement. Emphasizes that professionals need to dispel these myths, recognize the complexity of good child care, and be sensitive to families' changing needs.

Kontos, Susan J. 1991. Child Care Quality, Family Background, and Children's Development. *Early Childhood Research Quarterly*, 6(2), 249-62. EJ431704

Studied the relationship of family background and child care quality to preschoolers' cognitive, language, and social development. Concluded that family background variables were significant predictors of children's cognitive and language development, and that child care quality variables significantly predicted social adjustment and were a marginal predictor of sociability.

Kagan, Sharon Lynn. 1991. Policy Changes and Their Implications for Early Childhood Care and Education. *Dimensions*, 19(3), 3-7,40. EJ427592

Maintains that the dimension of quality, and the dimensions related to equality, including teacher salary, types of services rendered to children, continuity, and integrity, need to be considered by those who are formulating and implementing policy changes in the field of early childhood care and education.

Variations in Early Child Care: Do They Predict Subsequent Social, Emotional, and Vandell, Deborah Lowe; Corasaniti, Mary Anne. 1990. Cognitive Differences? *Early Childhood Research Quarterly*, 5(4), 555-72. EJ423544

This study examined 236 8-year olds from a state with minimal child care standards in an effort to discover possible differences associated with child care histories. Children with more extensive child care experiences were associated with negative ratings by parents, teachers, and peers.

Greenman, Jim. 1990. Living in the Real World--"Jean's Pretty Good, Kind of Affordable, Child Development Center" versus the Child Care Trilemma. *Child Care Information Exchange*, 74, 29-31. EJ420432

Describes the budgetary realities faced by a day care center director who is interested in improving quality of care, compensation of staff, and affordability to parents--the child care trilemma. Concludes by suggesting several short-term measures that might begin to address these issues.

Kuykendall, Jo. Jul 1990. Child Development. Directors Shouldn't Leave Home without It. *Young Children*; v45 n5 p47-50. EJ415399

Stresses the need for directors of early childhood programs to be knowledgeable in the field of child development. Compares state requirements for child care directors, and reviews research on the relationship between staff education and training and program quality.

Phillips, Deborah; And Others. 1990. The State of Child Care Regulations: A Comparative Analysis. *Early Childhood Research Quarterly*, 5(2), 151-79. EJ413816

Compares child care standards in each of the 50 states and the District of Columbia. Addresses variability among states in provisions of child care regulations, the adequacy of standards at the lower end of the range, and the disparity between state and national criteria for high quality care.

Neugebauer, Roger. 1990. Do You Have a Healthy Organization? *Child Care Information Exchange*, 72, 38-41. EJ412167

Provides a checklist of 40 criteria for an effective child care organization. Criteria involve the areas of planning and evaluation, motivation and control, group functioning, staff development, decision making and

problem solving, financial management, and environmental interaction.

Howes, Carollee. 1990. Can the Age of Entry into Child Care and the Quality of Child Care Predict Adjustment in Kindergarten? *Developmental Psychology*, 26(2), 292-303. EJ409102

A longitudinal study of 80 toddlers, preschoolers, and kindergartners found that children who entered early in low quality care had the most difficulty with peers in preschool. Lives of parents who used low quality care were characterized by complexity and use of less appropriate socialization practices than those used by other parents.

Mulrooney, Maureen. 1990. National Academy. Reaccreditation: A Snapshot of Growth and Change in High-Quality Early Childhood Programs. *Young Children*, 45(2), 58-61. EJ402931

Examines a group of accredited early childhood programs at the time of reaccreditation. Considers the percentage of programs that achieved reaccreditation; changes that took place over a three-year period; the simplification of the reaccreditation process for program staff; and the appropriate length of time for accreditation to be valid.

Kagan, Sharon Lynn; Newton, James W. 1989. Public Policy Report. For-Profit and Nonprofit Child Care: Similarities and Differences. *Young Children*, 45(1), 4-10. EJ399535

Evaluates the quality of care and services in for-profit and nonprofit government subsidized and privately supported child care centers and addresses fundamental issues confronted by policymakers and debated by child care practitioners.

Terpstra, Jake. 1989. Day Care Standards and Licensing. *Child Welfare*, 68(4), 437-42. EJ394097

Discusses the nature of day care standards, the fundamental nature of licensing, the current unevenness in day care licensing, and the components of a sound licensing program.

Galinsky, Ellen. 1989. Is There Really a Crisis in Child Care? If so, Does Anybody out There Care? *Young Children*, 44(5), 2-3. EJ394076

Outlines some of the findings from public opinion polls and surveys on how the voting public feels about child care and what the actual problems are. Also indicates studies on child care which are now in progress.

Greenman, Jim. 1989. Living in the Real World: "Don't Be Happy, Be Worried: Connecting Up the Dots." *Child Care Information Exchange*, 66, 47-49. EJ392537

Argues that the secret to producing quality child care in the 1990s will be clear, innovative thinking by the center or program director, good center design, and an ability to articulate and sell a vision of quality.

Honig, Alice Sterling. 1989. Quality Infant/Toddler Caregiving: Are There Magic Recipes? *Young Children*, 44(4), 4-10. EJ391007

Discusses ingredients of quality infant/toddler caregiving; these include individualized attentive loving, respect for children's tempos and exploration needs, language mastery experiences, activities shared by caregiver and child, nutrition and health care, promotion of babies' altruism, continuity of care and cognitive facilitation.

Burchinal, Margaret; And Others. 1989. Type of Day-Care and Preschool Intellectual Development in Disadvantaged Children. *Child Development*, 60(1), 8-37. EJ387608

Investigates levels and patterns of intellectual development of 131 socio-economically disadvantaged children in university-based intervention group day care or community day care, or with little or no day care. Results suggest that high quality day care may positively change the intellectual development of disadvantaged children.

Hignett, William F. 1988. Infant/Toddler Day Care, Yes; BUT We'd Better Make It Good. *Young Children*, 44(1), 32-33. EJ380643

Discusses some of the problems that infants and toddlers experience in infant and toddler day care programs, and suggests four program features that are vital in aiding infants and toddlers in the early years of care.

Vandell, Deborah Lowe; And Others. 1988. A Longitudinal Study of Children with Day-Care Experiences of Varying Quality. *Child Development*, 59(5), 1286-92. EJ380599

Twenty children were observed at age four during free play at good and poor quality day care centers and again at age eight in triadic play sessions. Significant continuity was found between the four-year-olds' behavior in the day care centers and the children's functioning at eight years.

Gotts, Edward E. 1988. The Right to Quality Child Care. *Childhood Education*, 64(5), 268-75. EJ373891

Advances support for developmental child care, an approach which includes the protective and child-maintaining sense of custodial child care plus the stimulating sense of educational child care. Stresses both the immediacy and scope of need for providing appropriate child care.

Benham, Nancy; And Others. 1988. Pinpointing Staff Training Needs in Child Care Centers. *Young Children*, 43(4), 9-16. EJ372494

A beginning strategy for achieving high quality in child care programs was derived from results of an examination of 21 Pennsylvania child care centers. These centers used the Early Childhood Environmental Rating Scale (ECERS) to assess program quality. Implications for staff training are discussed.

Aronson, Susan S. 1988. Health Update: Development of New National Child Care Health Standards. *Child Care Information Exchange*, 60, 17-20. EJ369350

Discusses the absence of national standards which are uniformly applicable to health, safety, sanitation, and nutrition aspects of child care programs. Explains the responsive collaborative project of the American Academy of

Pediatrics and American Public Health Association to develop national reference standards for out-of-home child care programs.

Holloway, Susan D.; Reichhart-Erickson, Marina. 1988. The Relationship of Day Care Quality to Children's Free-Play Behavior and Social Problem-Solving Skills. *Early Childhood Research Quarterly*, 3(1), 39-53. EJ369341

The relationship of day care quality to the activities of preschool children during free play and their knowledge of social problem solving was investigated. Relationships were found between dimensions of quality and children's absorption in solitary play and knowledge of social problem solving.

Phillips, Deborah; And Others. 1987. Child-Care Quality and Children's Social Development. *Developmental Psychology*, 23(4), 537-43. EJ361532

Examines the influence on children's social development of variation in the quality of child care environments. Findings suggest that overall quality, caregiver-child verbal interactions, and director experience were each highly predictive of the children's social development in day care.

Willer, Barbara. 1987. Quality or Affordability: Trade-Offs for Early Childhood Programs. *Young Children*, 42(6), 41-43. EJ359877

Addresses the issues surrounding the problem of providing both high quality and affordable early childhood programs, particularly day care and family day care, to all families.

Galinsky, Ellen. 1986. What Really Constitutes Quality Care? *Child Care Information Exchange*, 51, 41-47. EJ341736

Provides an analysis of the essentials for providing quality child care, taking into consideration interaction among the child caregiver and the children, activities, caregiver-parent interaction, caregiver development, leadership, staffing, school space, health and safety, and nutrition.

Caldwell, Bettye M. 1986. Day Care and Early Environmental Adequacy. *New Directions for Child Development*, 32 (Jun), 11-30. EJ359261

Argues that studies of young children's cognitive, socioemotional, and physical development in group day care generally support the social realities of contemporary family life, including the need for developing high-quality professional infant and child care systems.

Howes, Carollee; Olenick, Michael. 1986. Family and Child Care Influences on Toddler's Compliance. *Child Development*, 57(1), 202-16. EJ336358

Studies influences and interrelations of family dynamics and of varying quality of child-care on the child's capacity for compliance and self-regulation. Multiple regression techniques were used to examine relationships between child care, family, and child and parent behaviors.

Honig, Alice S. 1985. High Quality Infant Toddler Care: Issues and Dilemmas. *Young Children*, 41(1), 40-46. EJ328524

Considers issues that challenge parents and professionals faced with the need for infant group care: nurturing in the infant caregiver, staff stability, economics of staff/infant ratios, the role of language in caregiving, altruism in babies, group versus individual time, control and power issues, and caregiver training.

Kontos, Susan; Stevens, Robin. 1985. High Quality Child Care: Does Your Center Measure Up? *Young Children*, 40(2), 5-9. EJ314234

Summarizes three recent studies which found relationships between the quality of day care centers and children's development. Also describes the Early Childhood Environment Rating Scale (ECERS) and its effects when used by centers for self-evaluation. Discusses similar benefits of self-study resulting from the accreditation program of the National Association for the Education of Young Children.

Weikart, David P. 1988. Perspective in High/Scope's Early Education Research. *Early Child Development and Care*, 33(1-4), 29-40. EJ385933

Provides a synopsis of the High/Scope curriculum research. Presents findings on the three programs studied: child-centered, open-framework, and programmed learning. Reports no academic differences, but significant social-behavioral outcomes. Argues that high quality early childhood education programs take a child-initiated learning approach.

Honig, Alice Sterling. 1988. Research: A Tool to Promote Optimal Early Child Care and Education. *Early Child Development and Care*, 33(1-4), 1-9. EJ385931

Previews articles in this special issue on Early Child Care and Education. Formulates important curriculum and training questions. Argues for eclectic consideration and application of research findings for the purpose of promoting optimal Early Child Care and Education.

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